

Lesson Objective	To demonstrate and understand point and more advance patch balances when different parts of the body are high and low	Lesson 1/6
Equipment Needed	Mats.	
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none"> • Know which small parts of the body can take weights and show high and low balanced positions using different combinations • Use different parts of the body to balance when they are high and low • Support their partner when performing a headstand or handstand; know the safety implications • Perform a range of individual balances (Dish, arch, shoulder, stork, needle, arabesque, headstand) 	
Adapted Learning (Differentiation) (Challenge)	More abled children will be creating different shapes within the leaps and be pointing their toes when jumping and leaping.	
Key Questions	What is a point balance? What is a patch balance?	
Warm Up	<p>General Warm Up:</p> <p>Moving around mats using a variety of different movements (Skip, bounce, hop, and jump). Stretching as a group starting from low working way up then body. Children are asked to partner up and sit on a mat. Legs out straight, sitting up right.</p>	
Main Activity	<p>Explain what a balance is and go through some simple ones with the children. Allow them two minutes to experiment. What balances can they come up with?</p> <p>Point Balances:</p> <p>Children move around the hall and when coach says stop, stop on one part of body, increase to two... coach led. Pupils to perform 1,2,3,4,5 point balance, etc. Focus on good tension and no wobbling, arms stretched. <i>Make sure they can hold their balance for at least five seconds.</i></p> <ul style="list-style-type: none"> • Body Tension – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balance • Control – Children must enter and exit balances with control • Synchronization and Canon – Routine should have elements of both throughout <p>Children take turns to perform the shoulder patch balances, partner watching and giving advice, seeing if they're under control. Children should be able to twist around whilst in the air and land safely.</p> <p>Create A Dance:</p> <p>Children are now asked to put together short routine of 5-6 moves with a partner containing balances (Point and patch) and rolls with jumps, leaps and twist to link them all together. When performing in the class, other children will be asked to evaluate and talk about what they have seen. Encourage them to use the gymnastic terms we have talked about.</p> <p>Rehearsal Performance:</p> <p>Groups will now perform their routines for the rest of the class. Have two or three groups performing at a time, to build confidence of dancing in front of their peers. Each of the other groups give a score out of ten, with a reason as to why. Repeat for all groups. Encourage children who are scoring to use the key vocabulary when discussing the other groups dances.</p>	
Cooldown	Get the children to demonstrate their favourite balance individually and then in pairs.	
Key Technical Points	<p>Shoulder Patch Balance:</p> <ul style="list-style-type: none"> • From a sitting position, rock backwards keeping arms to the side • Raise hips to tuck balance and extend to shoulder balance • Maintain platform with arms pointing down from shoulders • Gain full extension, with no bend at hips • Exit to a sitting position under control 	

Lesson Objective	To link moves together using travelling moves and twists/turns	Lesson 2/6
Equipment Needed	Mats.	
Success Criteria	Children can: <ul style="list-style-type: none">• Understand when they need to use turning jumps in their routines and sequences• Know how to link moves together and show control and body tension when performing	
Adapted Learning (Differentiation) (Challenge)	More abled children will be creating different shapes within the leaps and be pointing their toes when jumping and leaping.	
Key Questions		
Warm Up	Moving around mats using a variety of different movements (Skip, bounce, hop, and jump). Stretching as a group starting from low working way up then body. Children are asked to partner up and sit on a mat. Legs out straight, sitting up right.	
Main Activity	<ul style="list-style-type: none">• Body Tension – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balance• Control – Children must enter and exit balances with control• Hold each balance for 3-4 seconds <p>Children take it in turns to do the jumps and leaps, with their partner watching and giving them advice, and seeing if they are under control and have good body tension.</p> <p>Children take it in turns to do the twists ($\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$) with their partner watching and giving them advice and seeing if they are under control. Children should be able to twist around whilst in the air and land safely.</p> <p>More abled children will be able to show different shapes when leaping and have pointed toes and fingers.</p> <p>Short Routine:</p> <p>Children are now asked to put together a short routine using the traveling moves they have practiced throughout the lesson and may add a few other moves that they remember from previous gymnastics lessons.</p> <p>When performing to the class, other children will be asked to evaluate and talk about what they have seen. Encourage them to use the gymnastic terms we have talked about.</p>	
Cooldown	Group discussion and Success Criteria.	
Key Technical Points	<ul style="list-style-type: none">• Jumps – Are performed from two feet to two feet• Leaps - Are from two feet landing on one foot. Shapes can vary in flight when leaping• Landing – When landing children are to sink into the landing. This gives them the control they need to land safely• Twists – $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ Twists are performed under control and can be landed safely	

Lesson Objective	To perform a variety of different rolls in a variety of different directions.	Lesson 3/6
Equipment Needed	Mats.	
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none"> • Roll safely and under control in a variety of different ways • Know and understand the safety implications involved in various types of rolling • Perform a spin (½, full) 	
Adapted Learning (Differentiation) (Challenge)	More abled children will be able to show different shapes when leaping and have pointed toes and fingers.	
Key Questions	What are the different types of roles? What is body tension? What is control?	
Warm Up	Moving around mats using a variety of different movements (Skip, bounce, hop, and jump). Stretching as a group starting from low working way up then body. Children are asked to partner up and sit on a mat. Legs out straight, sitting up right.	
Main Activity	<ul style="list-style-type: none"> • Body Tension – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balance • Control – Children must enter and exit balances with control • Hold each balance for 3-4 seconds <p>Egg Roll – Children curl up into a little ball. Children roll from kneeling across the back; back to the kneeling position, using the elbows to assist the rolling action.</p> <p>Forward Roll – Rocking backwards and forwards in tuck is often the first step to be taught, ensure when the children are performing it, that their arms are straight and parallel, reaching forward, not clutching the knees. For the really young, slopes can help if you have the resources to set one up. Create one using soft play wedges, or perhaps a springboard with mat over. Make sure the child is standing at the top of the slope, and not on the floor to aid rolling. When first starting to explore this skill, rolling to a Tuck Sit is a good place to start.</p> <p>Pencil Roll – Lie flat on a mat with your arms stretched straight over your head and feet stretched away from your body. Roll to the left or right, completing a full rotation of the body. Keep your ankles and feet together. Squeeze your tummy, leg and bum muscles together. Complete a number of rotations one after the other.</p> <p>Teddy Bear Roll – Sit on the floor with your legs straight and spread apart - in a straddle shape. Sitting tall, place your hands behind your knees. Maintain this shape throughout the roll. Lean to the left, drawing your right leg upwards to initiate the rolling action.</p> <p>Short Routine:</p> <p>Children are now asked to put together a short routine using the traveling moves they have practiced throughout the lesson and may add a few other moves that they remember from previous gymnastics lessons.</p> <p>When performing to the class, other children will be asked to evaluate and talk about what they have seen. Encourage them to use the gymnastic terms we have talked about.</p>	
Cooldown	Get the children to demonstrate their favourite roll. Question and answer with the class.	
Key Technical Points	<p>Forward - Tuck your chin into your knees. Push up and forward from the feet. Roll like a ball onto the shoulders and upper back. Continue to roll to arrive on to the feet.</p> <p>Teddy Bear - Sit on the floor with your legs straight and spread apart - in a straddle shape. Sitting tall, place your hands behind your knees. Maintain this shape throughout the roll. Lean to the left, drawing your right leg upwards to initiate the rolling action. Roll sideways across your back and shoulder. Finish in a straddle shape facing in the opposite direction from where you started.</p> <p>Egg - Keep your chin tucked in and shoulders just off the floor to keep the rounded shape. Roll to the left or right, until you return to your starting position, completing a full rotation of the body. Remain in the same position and continue to roll.</p>	

Lesson Objective	To start putting together moves into a short sequence linking them together with travelling moves	Lesson 4/6
Equipment Needed	Mats.	
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none"> • Link gymnastics skills effectively • Create and perform gymnastic routines (8+ elements) • Perform a range of partner balances • Perform a range of rolls (Log, egg, shoulder, teddy bear, forwards/backwards) • Travel in different ways (Stepping – Straight and bent leg) (Leaping – Scissor, cat, 2 to 1, stag) 	
Adapted Learning (Differentiation) (Challenge)	More abled children will be creating different shapes within the leaps and be pointing their toes when jumping and leaping.	
Key Questions	<p>How can we travel across the floor?</p> <p>What is a leap?</p>	
Warm Up	Moving around mats using a variety of different movements (Skip, bounce, hop, and jump). Stretching as a group starting from low working way up then body. Children are asked to partner up and sit on a mat. Legs out straight, sitting up right.	
Main Activity	<p>Rolling – Children to continue practicing their rolls and finding the ones they are most confident with. See lesson previous lesson plan for explanations.</p> <p>Children will take it in turns with their partner to practice the rolls, discuss the quality of movement. Model to the class how to provide constructive feedback after someone has rolled. After each roll the child will receive feedback from their partner on what they liked about the roll and how it can be improved.</p> <p>Jumps and Leaps:</p> <p>2-1 leap – Standing with the feet in a 'T' shape, perform a jump using the same arm movement as a 2 foot to 2-foot jump, landing on one foot with the other leg extended to the rear in an arabesque shape. Children should be encouraged travel out of the leap, swing the raised leg forwards and step out of the leap. Choose children to demonstrate their leaps and encourage discussion on good quality of movement.</p> <p>Cat Leap – A jump from one foot to the other foot, in a tucked shape (Similar to running with high knees). This leap may be performed forwards, sideways and backwards. Step into and out of the leap. Children take it in turns to demonstrate their leap to a partner. Children to give feedback on what they have seen. Choose children to demonstrate their leap to the class.</p> <p>Scissor Leap – A similar leap to the cat leap, but with straight legs. This leap may also be performed forwards, sideways and backwards. Step into and out of the leap. Children take it in turns to demonstrate their leap to a partner. Children to give feedback on what they have seen. Choose children to demonstrate their leap to the class.</p> <p>Children are now asked to put together a short routine of 5–6 moves with a partner containing balances (Point and patch) and rolls with jumps, leaps and twist to link them all together. When performing in the class, other children will be asked to evaluate and talk about what they have seen. Encourage them to use the gymnastic terms we have talked about.</p>	
Cooldown	Get the children to demonstrate their favourite roll. Question and answer with the class.	
Key Technical Points	<ul style="list-style-type: none"> • Body Tension – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balance • Control – Children must enter and exit balances with control • Synchronization and Canon – Routine should have elements of both throughout 	

Lesson Objective	To create a short sequence linking them together with travelling moves	Lesson 5/6
Equipment Needed	Mats.	
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none"> • Understand what moves link with another, so they are smooth and continuous • Link together a jump, safe landing, and rolling action showing different combinations of shapes • Link together moves with a partner and show unison and canon • Be capable of performing advanced gymnastics skills (E.g. cartwheel, round off, walk overs, etc.) 	
Adapted Learning (Differentiation) (Challenge)	More abled children will be creating different shapes within the leaps and be pointing their toes when jumping and leaping.	
Key Questions	How can we create a routine?	
Warm Up	<p>Moving around mats using a variety of different movements (Skip, bounce, hop, and jump). Stretching as a group starting from low working way up then body.</p> <p>Coach Says: Children to follow the teacher instructions whilst travelling across the floor. Actions to be carried out, jump, reach high and low and bridge.</p>	
Main Activity	<p>Sequences/Routines:</p> <p>Children to choose one balance from the list and one roll, based on each child's individual ability. Choose two travelling skills, travel away from the balance using one of the travelling activities, perform the roll and travel towards the second balance using the second travel activity: Balance – Travel – Roll – Travel.</p> <p>Challenge children to add a jump to the beginning and end of the sequence, a balance and two additional travel actions must be used to link the jumps to the balances, to create a nine action sequence: Jump – Travel – Balance – Travel – Roll – Travel – Balance – Travel – Jump.</p> <p>Children using the mat for consecutive skills, e.g. balance – roll, should travel away from the mat after the balance and return to the mat for the roll.</p> <p>Children are now asked to put together short routine of 5–6 moves with a partner containing balances (Point and patch) and rolls with jumps, leaps and twist to link them all together.</p> <p>When performing in the class, other children will be asked to evaluate and talk about what they have seen. Encourage them to use the gymnastic terms we have talked about.</p> <p>Children take it in turns, to show their sequence to their partner. Children will receive feedback, on what was good about the sequence and how it might be improved.</p> <p>Remember:</p> <ul style="list-style-type: none"> • Body Tension – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balance • Control – Children must enter and exit balances with control • Synchronization and Canon – Routine should have elements of both throughout 	
Cooldown	Get the children to demonstrate their favourite roll. Question and answer with the class.	
Key Technical Points	<ul style="list-style-type: none"> • Jumps – Are performed from two feet to two feet • Leaps – Are from two feet landing on one foot. Shapes can vary in flight when leaping • Landing – When landing children are to sink into the landing. This gives them the control they need to land safely • Twists – $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ Twists are performed under control and can be landed safely 	

Lesson Objective	To perform their planned sequence and be able to self-evaluate and evaluate others	Lesson 6/6
Equipment Needed	Mats.	
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none">• Perform and sequence of moves under control• Evaluate using the correct vocabulary• Know how to link moves together and show control and body tension when performing	
Adapted Learning (Differentiation) (Challenge)	More abled children will be creating different shapes within the leaps and be pointing their toes when jumping and leaping.	
Key Questions	How can we improve on my routine?	
Warm Up	Moving around mats using a variety of different movements (Skip, bounce, hop, and jump). Stretching as a group starting from low working way up then body. Children are asked to partner up and sit on a mat. Legs out straight, sitting up right.	
Main Activity	<p>Drill 1:</p> <p>Children to choose two balances from the list and one roll, based on each child's individual ability, choose two travelling skills travel away from the balance using one of the travelling activities, perform the roll and travel towards the second balance using the second travel activity. Choose children to demonstrate their sequence: Balance – Travel – Roll – Travel – Balance.</p> <p>Drill 2:</p> <p>Challenge children to add a jump to the beginning and end of the sequence, two additional travel actions must be used to link the jumps to the balances, to create a 9-action sequence: Jump – Travel – Balance – Travel – Roll – Travel – Balance – Travel – Jump</p> <p>Children using the mat for consecutive skills, e.g. balance – roll, should travel away from the mat after the balance and return to the mat for the roll. Choose children to demonstrate their sequence.</p> <p>Drill 3:</p> <p>Children take it in turns, to show their sequence to their partner. Children will receive feedback, on what was good about the sequence and how it might be improved.</p> <p>Drill 4:</p> <p>Partners to decide which sequence they would both like to perform, teach the sequence to their partner and perform together.</p>	
Cooldown	Get the children to demonstrate their favourite roll. Question and answer with the class.	
Key Technical Points	<ul style="list-style-type: none">• Body Tension – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balance• Control – Children must enter and exit balances with control	