

# Year 4 - Development of Gymnastics

## Lesson Plan

MOVING  
EDSTART

<b>Lesson Objective</b>	To develop balances upon small and large body parts and be able to vary the shape of the balances	<b>Lesson 1/6</b>
<b>Equipment Needed</b>	Mats.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>• Vary the types of balances they can perform</li><li>• Know which small parts of the body can take weights and show high and low balanced positions using different combinations</li><li>• Tell the difference between point and patch balances</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	More abled children will be creating different shapes within the leaps and be pointing their toes when jumping and leaping.	
<b>Key Questions</b>	What small body parts can we balance on?	
<b>Warm Up</b>	<b>General Warm Up:</b> 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.	
<b>Main Activity</b>	<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><b>Point Balances</b> – 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.</p> <p><i>MAKE SURE THEY CAN HOLD THEIR BALANCE FOR AT LEAST 5 SECONDS.</i></p> <ul style="list-style-type: none"><li>• <b>Body Tension</b> – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balance</li><li>• <b>Control</b> – Children must enter and exit balances with control</li><li>• <b>Synchronization &amp; Canon</b> – Routine should have elements of both throughout</li></ul> <p>Children take turns to perform the shoulder patch balances partner watching and giving them advice, and seeing if they are under control. Children should be able to land safely.</p> <p><b>Short Routine:</b> Children are now asked to put together short routine of 4-5 moves with a partner containing balances (point &amp; patch) and rolls with jumps, leaps and twists 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>	
<b>Cooldown</b>	Get the children to demonstrate their favourite balance individually and then in pairs.	
<b>Key Technical Points</b>	Children know the difference between small (hands/feet) and large (stomach/back) body parts.	

# Year 4 - Development of Gymnastics

## Lesson Plan

MOVING  
EDSTART

<b>Lesson Objective</b>	To develop jumping from one foot to two feet and from one foot to the other foot and understand how to land safely	<b>Lesson 2/6</b>
<b>Equipment Needed</b>	Mats.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>• Tell the difference between a leap and a jump</li><li>• Vary the shape of their leaps</li><li>• Safely land a jump/leap and understand how to cushion their landing</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	More abled children will be creating different shapes within the leaps and be pointing their toes when jumping and leaping.	
<b>Key Questions</b>	What is a jump? What is a leap?	
<b>Warm Up</b>	<b>Floor Is Lava:</b> 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. When coach says 'Floor is Lava' children must step on to a mat in groups of 2,3,4 or 5. Repeat. Children are asked to partner up and sit on a mat. Legs out straight, sitting up right.	
<b>Main Activity</b>	<ul style="list-style-type: none"><li>• Body Tension – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balance</li><li>• Control – Children must enter and exit balances with control</li><li>• Hold each balance for 3-4 seconds</li></ul> <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>More abled children will be able to show different shapes when leaping and have pointed toes and fingers. Shapes include: Straight, tucked, star.</p> <p><b>Short Routine:</b> 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. 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>	
<b>Cooldown</b>	Recap and discuss Success Criteria.	
<b>Key Technical Points</b>	<ul style="list-style-type: none"><li>• <b>Jumps</b> – Are performed from two feet to two feet</li><li>• <b>Leaps</b> – Are from two feet landing on one foot. Shapes can vary in flight when leaping</li></ul>	

# Year 4 - Development of Gymnastics

## Lesson Plan

MOVING  
EDSTART

<b>Lesson Objective</b>	To develop various types of rolls and be able to show rolling sideways in curled and stretched shapes	<b>Lesson 3/6</b>
<b>Equipment Needed</b>	Mats.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>• Roll safely and under control in a variety of different ways</li><li>• Know and understand the safety implications involved in various types of rolling and be able to show rolling sideways in curled and stretched shapes</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	More abled children will be able to show different shapes when leaping and have pointed toes and fingers.	
<b>Key Questions</b>	What are the different types of rolls? What is body tension? What is control?	
<b>Warm Up</b>	<b>Floor Is Lava:</b> 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. When coach says 'Floor is Lava' children must step on to a mat in groups of 2,3,4 or 5. Repeat. Children are asked to partner up and sit on a mat. Legs out straight, sitting up right.	
<b>Main Activity</b>	<ul style="list-style-type: none"><li>• Body Tension – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balance</li><li>• Control – Children must enter and exit balances with control</li><li>• Hold each balance for 3-4 seconds</li></ul> <b>Tucked Roll</b> – 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. <b>Straight Roll</b> – 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. <b>Short Routine:</b> 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. 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. Get the children to demonstrate their favourite roll.	
<b>Cooldown</b>	Recap and Discuss Success Criteria	
<b>Key Technical Points</b>	<b>Tucked</b> – 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. <b>Straight</b> – Lie flat on a mat with your arms stretched straight over your head and feet stretched away from your body. Keep your ankles and feet together. Squeeze your tummy, leg and bum muscles together.	

# Year 4 - Development of Gymnastics

## Lesson Plan

MOVING  
EDSTART

<b>Lesson Objective</b>	To develop and show a variety of controlled turning jumps e.g. $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ , or full turns	<b>Lesson 4/6</b>
<b>Equipment Needed</b>	Mats.	
<b>Success Criteria</b>	Children can: <ul style="list-style-type: none"><li>Twist from two feet to two feet under control</li><li>Understand when they need to use turning jumps in their routines and sequences</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	Group by ability.	
<b>Key Questions</b>	What is a twist? How do we land when jumping and twisting?	
<b>Warm Up</b>	<b>Floor Is Lava:</b> 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. When coach says 'Floor is Lava' children must step on to a mat in groups of 2,3,4 or 5. Repeat. Children are asked to partner up and sit on a mat. Legs out straight, sitting up right.	
<b>Main Activity</b>	<ul style="list-style-type: none"><li>Body Tension – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balance</li><li>Control – Children must enter and exit balances with control</li><li>Hold each balance for 3-4 seconds</li></ul> <p>Children take it in turns to do the twists (<math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>) 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 be able to land safely.</p> <p>More abled children will be able to show different shapes when leaping and have pointed toes and fingers.</p> <p><b>Short Routine:</b> 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. 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>	
<b>Cooldown</b>	Recap and discuss Success Criteria	
<b>Key Technical Points</b>	<b>Landing</b> – When landing children are to sink into the landing. This gives them the control they need to land safely. <b>Twists</b> – $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{3}{4}$ twists are performed under control and can be landed safely.	

# Year 4 - Development of Gymnastics

## Lesson Plan

MOVING  
EDSTART

<b>Lesson Objective</b>	To develop various ways of balancing with different parts of the body being the highest point or the closest to the ground	<b>Lesson 5/6</b>
<b>Equipment Needed</b>	Mats.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>Use different parts of the body to balance when they are high and low</li><li>Start to support a partner when they are performing a balance</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	More abled children will be creating different shapes within the leaps and be pointing their toes when jumping and leaping.	
<b>Key Questions</b>	What balance can we perform with our head being closest to the ground?	
<b>Warm Up</b>	<b>Floor Is Lava:</b> 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. When coach says 'Floor is Lava' children must step on to a mat in groups of 2,3,4 or 5. Repeat. Children are asked to partner up and sit on a mat. Legs out straight, sitting up right.	
<b>Main Activity</b>	<ul style="list-style-type: none"><li><b>Body Tension</b> – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balance</li><li><b>Control</b> – Children must enter and exit balances with control</li><li><b>Synchronization &amp; Canon</b> – Routine should have elements of both throughout</li></ul> <p>Children take turns to perform the shoulder patch balances 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 be able to land safely.</p> <p><b>Short Routine:</b> Children are now asked to put together short routine of 5-6 moves with a partner containing balances (point &amp; patch) and rolls with jumps, leaps and twists 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>	
<b>Cooldown</b>	Get the children to demonstrate their favourite balance individually and then in pairs.	
<b>Key Technical Points</b>	<b>Shoulder Balance:</b> <ul style="list-style-type: none"><li>From a sitting position, rock backwards keeping arms to the side</li><li>Raise hips to tuck balance and extend to shoulder balance</li><li>Maintain platform with arms pointing down from shoulders</li><li>Gain full extension, with no bend at hips</li><li>Exit to a sitting position under control</li></ul>	

# Year 4 - Development of Gymnastics

## Lesson Plan

MOVING  
EDSTART

<b>Lesson Objective</b>	To develop, plan and practice a short sequence showing balances, twists, turns, jumps and roles	<b>Lesson 6/6</b>
<b>Equipment Needed</b>	Mats.	
<b>Success Criteria</b>	<b>Children can:</b> <ul style="list-style-type: none"><li>Have a sequence planned and ready to perform</li><li>Know how to link moves together and show control when performing</li><li>Link together a jump, safe landing, and rolling action showing different combinations of shapes</li></ul>	
<b>Adapted Learning (Differentiation) (Challenge)</b>	More abled children will be creating different shapes within the leaps and be pointing their toes when jumping and leaping.	
<b>Key Questions</b>	How can we create a routine?	
<b>Warm Up</b>	<b>Coach says:</b> <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 to follow the teacher instructions whilst travelling across the floor. Actions to be carried out, jump, reach high and low and bridge.</p>	
<b>Main Activity</b>	<b>Sequences/Routines:</b> <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 6-action sequence: Jump – Travel – Travel – Roll – Balance – 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 a short routine of 5 – 6 moves with a partner containing balances (point &amp; 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><b>Remember:</b></p> <ul style="list-style-type: none"><li>Body Tension – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balance.</li><li>Control – Children must enter and exit balances with control.</li></ul>	
<b>Cooldown</b>	Get the children to demonstrate their favourite roll. Question and answer with the class.	
<b>Key Technical Points</b>	6-action sequence: Jump – Travel – Travel – Roll – Balance – Jump.	