



TOP Gymnastics

TOP Gymnastics has been designed to enable children to develop personal, learning and thinking skills through five gymnastics themes: **BALANCE – LANDINGS, JUMPS, LEAPS AND TURNS – ROLLING – SHAPE – TRAVEL.**

Warm up card

- 1 Body preparation

Theme cards

BALANCE

- 2 Steady as a rock...
- 3 Hold and control...

LANDING, JUMPS, LEAPS AND TURNS

- 4 Jumping jacks...
- 5 Jump to it...

ROLLING

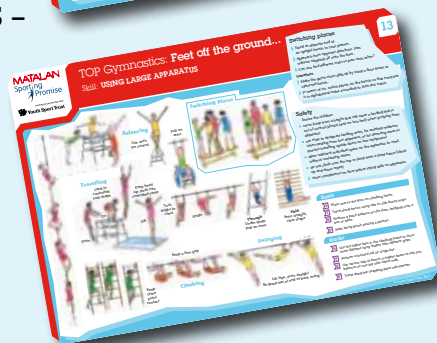
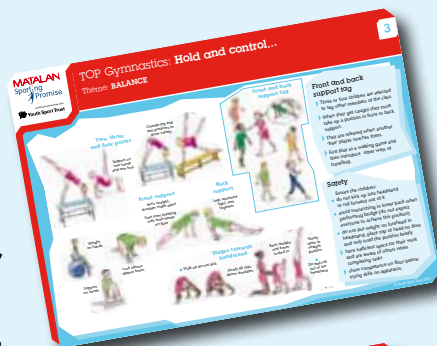
- 6 Rock and roll...
- 7 Rollover...

SHAPE

- 8 Shape up...
- 9 Ship shape...

TRAVEL

- 10 Time to travel...
- 11 Move it...



Developing movement cards WORKING WITH A PARTNER

- 12 Double up...

USING LARGE APPARATUS

- 13 Feet off the ground...

HAND APPARATUS

- 14 Balls and beanies...
- 15 Ropes ribbons and rhythm...

SEQUENCES

- 16 Pick (link) and mix...
- 17 A routine matter...

Cards

The front of the card focuses on the activity and contains the following:

- ▶ Illustrations of an introductory activity and a selection of skills.
- ▶ A brief description of the introductory activity and skills.
- ▶ Safety points.
- ▶ Suggestions for equipment.

The back of the card focuses on personal, learning and thinking skills and contains the following:

Thinking me (cognitive and creative ability).

Skills and qualities that develop children's ability to become independent learners.

Social me (social ability).

Skills and qualities that develop children's ability to work well with others.

Healthy me (physical and mental health incorporating personal ability)

Skills and qualities that develop the children's physical and mental health.

Physical me (physical ability)

Skills and qualities that develop children's ability to move effectively and efficiently.

Under each of the four headings on the back of the card there are three examples of skills and qualities that when developed can support improvement in the five abilities. These are only some of the many examples of skills and it must be stressed that the list is NOT exhaustive.

Each identified skill is accompanied with a question that aims to involve the children in more discussion and higher-order thinking. Again, it must be stressed that the list of questions is NOT exhaustive either.

STEP examples – how to modify and adapt the activity by changing the space in which the activity is happening, the task, the equipment being used or the people involved to include ALL young people.

Posters

The cards are supported by the following posters which can be displayed and used to support teaching and learning:

- **STEP framework**

How to modify and adapt activities by changing the space in which the activity is happening, the task, the equipment being used or the people involved to include ALL young people.

- **Developing Movement**

Ideas for developing movement by changing where, how, with what and with whom we move.

Structuring a lesson using the resources

Warm-up – mobility exercises, pulse raiser and stretches including body preparation stretches using ideas from the cards/poster.

Explore – open task.

Activity from the cards: PRACTISE/REVIEW/REFINE

Compose – specific task.

Select movements from the cards: PRACTISE/REVIEW/REFINE

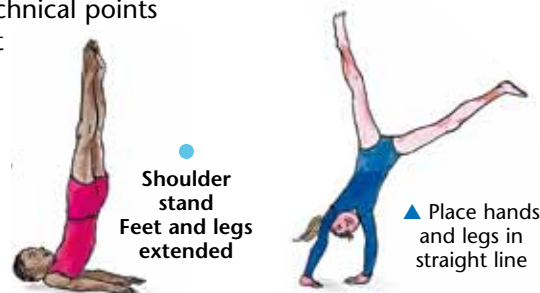
Perform – open task.

Develop movements using ideas from the cards/poster: PRACTISE/REVIEW/REFINE

Cool-down – pulse-lowerer, stretches using ideas from the cards/poster

Safety points

Safety points marked with a dot are technical points which must be observed to ensure that the activity is completed safely; those marked with an arrow are more generalised safety points.



STEP Framework

S SPACE

T TASK

E EQUIPMENT

P PEOPLE

The activities are supported by the STEP framework. This provides an overview of how to adapt and develop each exercise. Changes can be made to the:

S SPACE – Where is the activity happening?

Level (height)	Low/medium/high
Direction	Forwards, backwards, sideways, up, down
Pathways	Straight, diagonal, curved, zig-zag, circular
Personal/General	In, out, over, under, cross, around, towards, away from
Area	Bigger/smaller, free/defined, different starting points
Distance	Short/medium/long

T TASK – What is happening?

Roles	Allocate specific roles or rotate
Actions	More/less, specific/free-choice, order, single/combined, different body parts/sides of body, starting/finishing positions
Dynamics	Vary speed, canon/unison, mirror, match

E EQUIPMENT – What is being used?

By type	Balls, rubber-lines, hands, feet, ropes, scarves, bean bags, hoops, bench, mats, beams, movement tables, trestles, ladders, poles, climbing apparatus
By varying	Size, shape, surface, height gradient/angle

P PEOPLE – Who is involved?

People working	Independently, in groups, in pairs, in teams, with friends
People with	Different/same roles, different/same ability, different/same size
People in	Own space, big spaces, small spaces, restricted space, open space

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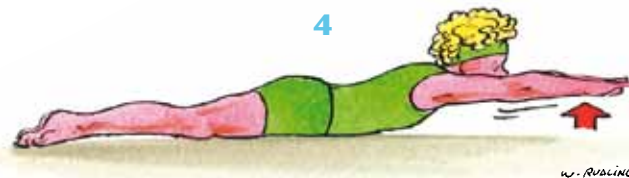


Arms and shoulders

- 1 Stretch alternate arms upwards.
- 2 Alternate arm circling.
- 3 Front support, feet fixed walk hands around in a circle.
- 4 Kneel, hands on floor. Stretch bottom backwards to rest on heels.
- 5 Stand a short distance from a wall with hands on wall. Push away.

Legs

- 6 Ankle bending and stretching.
- 7 Foot circling.
- 8 Lie on side, slowly circle top leg.
- 9 Standing, raise heels and lower.
- 10 Sitting, raise and lower legs alternately.

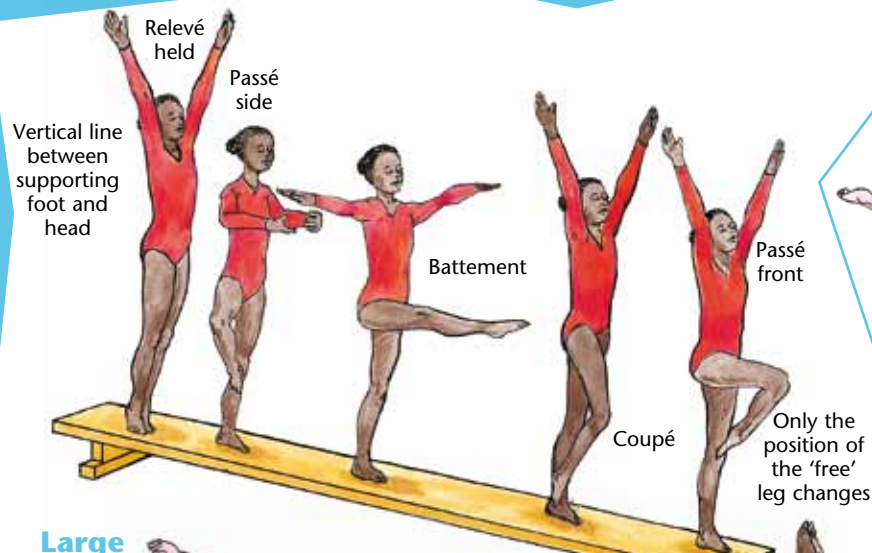


Trunk

- 1 Kneel, hands on floor. Reach under one arm with the other twisting to reach as far as possible.
- 2 Kneel, hands on floor and alternately arch and round back.
- 3 Kneel, reach backwards (brushing ears) trying to reach far behind and up high.
- 4 Lie on stomach, raise chest off floor.
- 5 Straddle sit, twist to one side then the other.

TOP Gymnastics: **Steady as a rock...**

Theme: **BALANCE**



Set in stone



Set in stone

- ▶ Whole class moves around to music.
- ▶ When the music stops each child must hold a balance for at least three seconds.
- ▶ The teacher can vary the number of body parts used to make the game easier or harder or to fit with the content of the main part of the lesson.

Large body parts



Kneeling

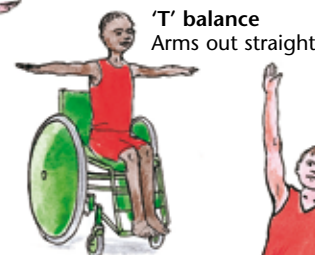


Arabesque

Extend leg backwards with pointed foot



On one leg



Side scale



Safety

- Ensure the children:
- do not put weight on back of head or neck in shoulder stand or inverted shapes
 - ▶ have sufficient space for their work and are aware of others when completing tasks
 - ▶ have been warmed-up and know how to lift and carry equipment properly.

Skills

Example

Thinking Me

Explore	Self-evaluate	Which balance did you find easy and which did you find hard? Why?
Compose	Decision making	How did you choose which movements to include in your sequence?
Perform	Set targets	What can you do to improve the quality of your performance?

Social Me

Explore	Communication	How can you let others know that you want to move on a particular pathway?
Compose	Negotiate	Why is it important to listen to everyone's views when deciding what movements you would like to include in your sequence?
Perform	Praise	How did you congratulate each other when a performance was good? What effect do you think it had?

Healthy Me

Explore	Make an informed choice to take part in physical activity	What makes this activity fun?
Compose	Stay safe	What aspects of safety did you consider when transferring your movements to the apparatus?
Perform	Persevere	How can we tell if someone is determined to get better?

Physical Me

Explore	Co-ordinate actions	What is the sequence of your body parts as you move? Why do you move them in this order?
Compose	Maintain balance	How can you retain body control when moving from one balance to another?
Perform	Improve fluency	How can you improve the fluency of your movements?

Easier

- S** SPACE
- T** TASK
- E** EQUIPMENT
- P** PEOPLE

- S** In standing balances use wall or bar for hand support.
- T** Use hands to support hips in shoulder stand.
- E** Make different balances using tables, benches and low apparatus for support.
- P** Partner offers gentle support to make shape.

Harder

- S** Reduce area/points of support on floor.
- T** Move from a standing balance to a non standing balance.
- E** Make a variety of balances on apparatus.
- P** Working alone, perform 'V' sit/shoulder stand without the use of arms on floor.

TOP Gymnastics: Hold and control...

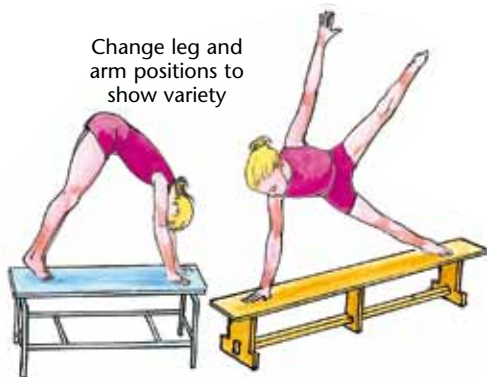
Theme: **BALANCE**

Two, three and four points



Support on two hands and one foot

Change leg and arm positions to show variety



Front support

Arms straight, shoulder width apart

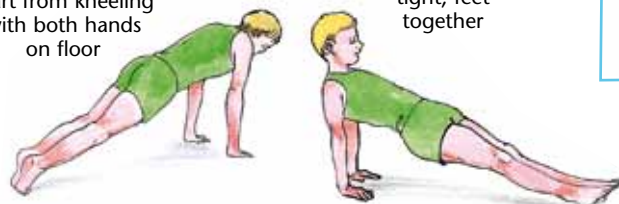
Start from kneeling with both hands on floor



Lock elbows against knees

Back support

Legs squeezed tight, feet together

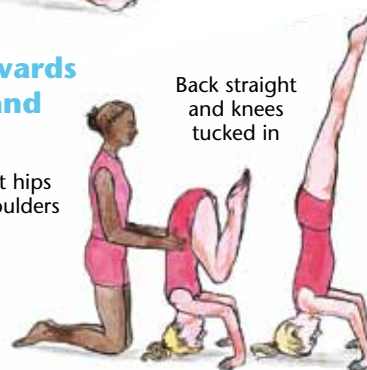


Stages towards handstand

- Walk up do not kick



Slowly lift hips above shoulders



Back straight and knees tucked in

Slowly open to straight position

W. RUSLING

Front and back support tag



Front and back support tag

- ▶ Three or four children are selected to tag other members of the class.
- ▶ When they get caught they must take up a position in front or back support.
- ▶ They are released when another 'free' player touches them.
- ▶ First play as a walking game and then introduce other ways of travelling.

Safety

Ensure the children:

- do not kick up into headstand or roll forward out of it
- do not put weight on forehead in headstand, place top of head on floor and only hold the position briefly
- ▶ have sufficient space for their work and are aware of others when completing tasks
- ▶ show competence on floor before trying skills on apparatus.

Skills

Example

Thinking Me

Explore	Experiment	Do you prefer to balance on either the leg/hand rather than the other? Why?
Compose	Create	What other balances can you create using your hands, feet and head?
Perform	Evaluate	In which order have you linked your balances? Why?

Social Me

Explore	Give constructive advice	How can and why would you help each other improve?
Compose	Respond appropriately	How can and why would you use constructive advice?
Perform	Support	How can you physically support your partner to perform a balance? How might this make them feel?

Healthy Me

Explore	Identify the function of joints	Which joints do you use when performing different balances?
Compose	Identify how to warm up	Which activities could you use to mobilise these joints?
Perform	Understand the importance of warming up	What is the purpose of moving joints in a warm-up?

Physical Me

Explore	Co-ordinate actions	How can you move into and out of your balance?
Compose	Move with agility	How can you add a change of direction within your sequence?
Perform	Maintain balance	How can you use your whole body to help keep your balance more stable?

Easier

- S** SPACE
- T** TASK
- E** EQUIPMENT
- P** PEOPLE

- S** Keep feet on floor in tucked headstand.
- T** From any hands and feet support position, show different shape with legs.
- E** To make front support place hands on box top or bench.
- P** Partner assists headstand by supporting hips.

Harder

- S** Vary position of legs in straight headstand.
- T** Hold balances for three seconds.
- E** In front/back support, show position with feet on box top or bench and hands on floor.
- P** Investigate ideas for making paired balances.

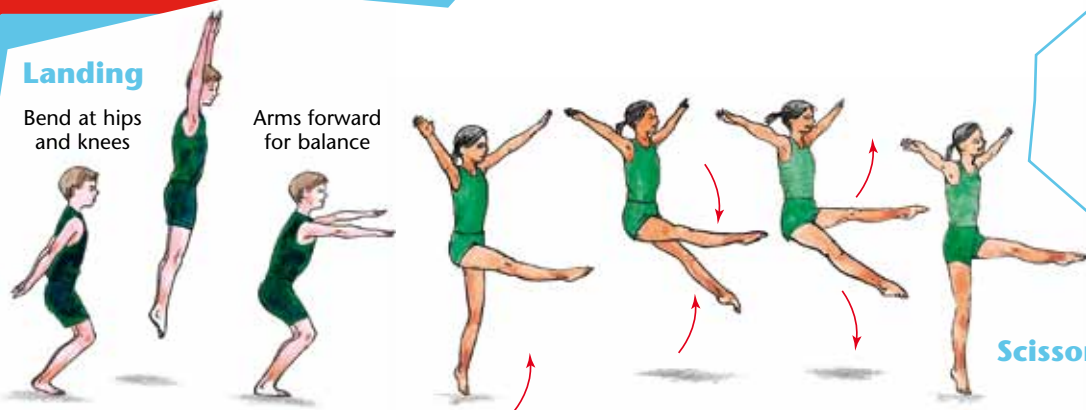
TOP Gymnastics: Jumping jacks...

Theme: LANDINGS, JUMPS, LEAPS AND TURNS

Landing

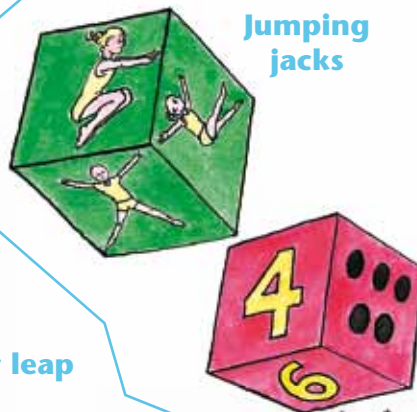
Bend at hips and knees

Arms forward for balance



Scissor leap

Jumping jacks



Jumping jacks

- ▶ Children in pairs from each group take it in turns to spin two large dice.
- ▶ Each side of dice (A) describes a different jump or leap. A second dice (B), with the numbers 4 to 9 on it, is used to identify the number of attempts to be made. Jumps on dice can be described in pictures or words.
- ▶ Perform standing jumps from two feet from a low bench and stress the importance of landings that 'stick'.
- ▶ Perform leaps with a single leg take-off along a straight line.

Star jump
(Wide shape)

Tucked

Shapes in the air



Straight

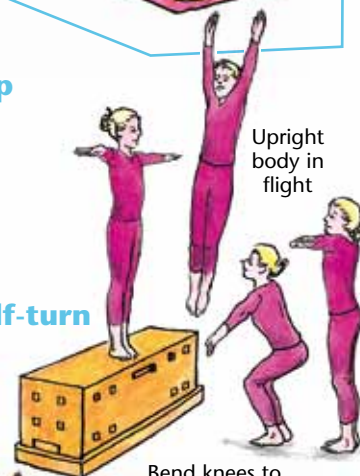


Cat leap

Upright body in flight

Half-turn

Bend knees to absorb weight



Quarter and half turn



Change legs in flight

Changement



Split leap



Safety

- Ensure the children:
- ▶ understand how to land using a ball of foot to heel action
 - ▶ have sufficient body awareness to show shapes as held positions before attempting them as jumps
 - ▶ have sufficient space for their work and are aware of others when completing tasks
 - ▶ show competence on floor before trying skills on apparatus.

Skills

Example

Thinking Me

Explore	Predict	How high do you think you can jump? Why do you think this?
Compose	Consider	Why would considering your partner's ability to jump help you plan your routine?
Perform	Create	What practice could you use to help you improve your performance?

Social Me

Explore	Take turns	Why is it important to take turns when moving on the apparatus?
Compose	Be considerate	How can you ensure your partner is ready?
Perform	Listen to others' views	Why is it important to listen to everyone's views about your group's performance?

Healthy Me

Explore	Ask for help	Who can help you to improve? Why is it important to ask someone else for help or advice?
Compose	Take the initiative	What could you do if you find this activity not challenging enough?
Perform	Cope with failure	How does it make you feel if you cannot master a particular jump? How can you use these feelings to your advantage?

Physical Me

Explore	Maintain balance	How will you ensure that you are in control when in mid flight?
Compose	Co-ordinate actions	What can help you move your body where you want it to go?
Perform	Improve control	How does your body feel when you're in complete control? How can you use this feeling?

Easier

- S** SPACE
- T** TASK
- E** EQUIPMENT
- P** PEOPLE

- S** Start jumps from using very low apparatus rather than the floor.
- T** Hold onto fixed apparatus for support while practising jumps.
- E** Jump forward, backward, sideways over a rope.
- P** Play a game of hopscotch with a partner.

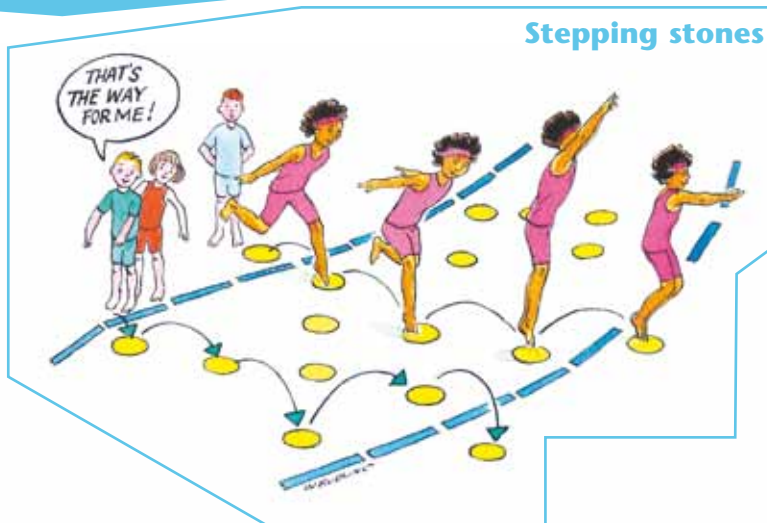
Harder

- S** Attempt a split leap where legs are parallel to the floor.
- T** Create a series of 2/3/4 jumps using one or two feet linked in a series as part of a routine.
- E** Experiment with ways to jump onto low apparatus. Jump off low apparatus in a wide shape and rebound forward in a straight shape.
- P** Synchronize three jumps in a routine with a partner.

TOP Gymnastics: Jump to it...

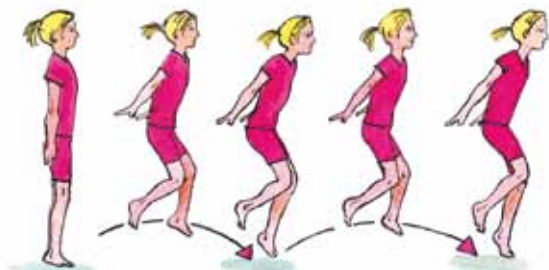
Theme: **LANDINGS, JUMPS, LEAPS AND TURNS**

One foot to two feet



Stepping stones

- ▶ Children to jump between stepping stones (spots) to cross the river.
- ▶ They must use a different jump each time.
- ▶ Ask the children to use different routes across.



One foot to same foot



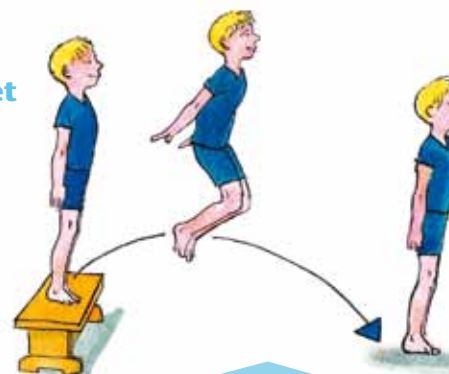
One foot to other foot



Two feet to one foot

Two feet to two feet

Off bench/box top high,
on floor in squat position
on floor long jump



Safety

- Ensure the children:
- ▶ Understand how to land using a ball of foot to heel action on landing
 - ▶ Bend knees on landing
 - ▶ Have sufficient space for their work and are aware of others when completing tasks
 - ▶ Show competence on floor before trying skills on apparatus

Skills

Example

Thinking Me

Explore	Predict	Which jumps will be the most difficult to perform? Why?
Compose	Investigate	Which order of jumps flow better? Why?
Perform	Create	Invent a practice to help you improve your jumping? Why would this practice help you to improve?

Social Me

Explore	Support	How can you support others working alongside you? Why would you want to do this?
Compose	Collaborate	How did you decide the order of jumps when creating a sequence?
Perform	Co-operate	How can you ensure you do not move onto a piece of apparatus at the same time as others?

Healthy Me

Explore	Understand the effects of exercise on breathing	What happened to your breathing during this activity? Why?
Compose	Understand the health benefits of playing games	Why do people participate in gymnastics?
Perform	Understand that everyone enjoys different activities	What did you like or dislike about this activity?

Physical Me

Explore	Maintain balance	Describe how you maintain balance when changing direction and why is this important?
Compose	Co-ordinate actions	What is the best way to achieve height when jumping?
Perform	Improve fluency	What can help you make your movements more fluid? Why?

Easier

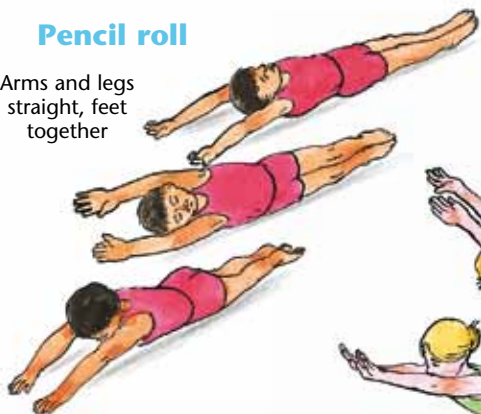
- S SPACE**
 - T TASK**
 - E EQUIPMENT**
 - P PEOPLE**
- S** Start jumps from very low apparatus rather than the floor
 - T** Hold onto fixed apparatus or another person for support while practising jumps
 - E** Use throw down spots to encourage control
 - P** Play a game of 'Follow My Leader'

Harder

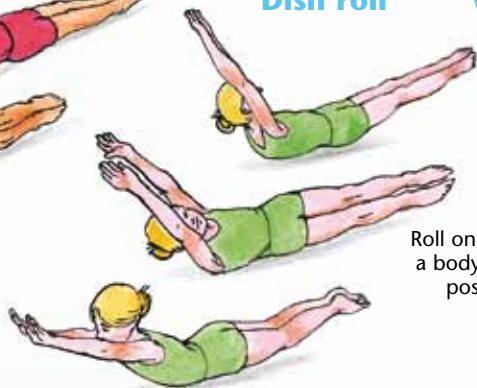
- S** Encourage greater height and distance
- T** Create a sequence of 2/ 3/ 4 jumps
- E** Experiment using different jumps onto apparatus
- P** Create a sequence of jumps with a partner moving in unison

Pencil roll

Arms and legs straight, feet together

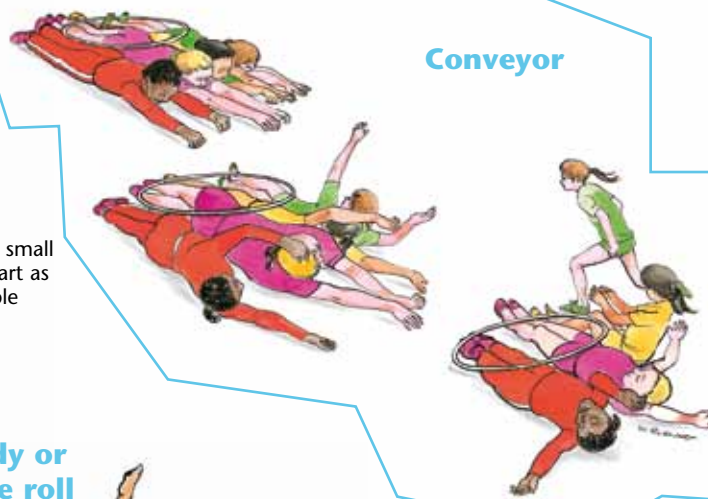


Dish roll



Roll on as small a body part as possible

Conveyor



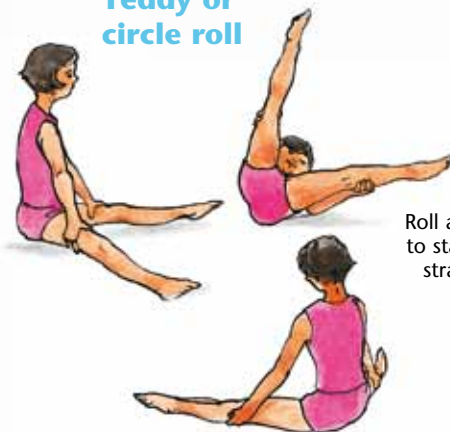
Side roll from kneeling

Roll down side and across shoulders



Teddy or circle roll

Roll across shoulders to start and finish in straddle position



Egg roll

Keep tight, tuck chin to chest



Conveyor

- ▶ Teams of four or five.
- ▶ Four team members lie face down side by side and shoulder to shoulder.
- ▶ Fifth member places hoop flat on 'conveyor' and then takes up position on end of the line.
- ▶ On the word 'Go' everyone rolls in unison in the same direction. This action moves the hoop down the line.
- ▶ As each member of the team becomes clear of the hoop they stand up and join the end of the line, thus continuing the length of the conveyor.
- ▶ Hoop to be delivered over a pre-agreed distance.

Safety

Ensure the children:

- avoid taking any weight on the head when rolling forward from the piked or straddle position
- ▶ always roll into a space
- ▶ perform skills on their own before joining them together
- ▶ warm up before performing and know how to lift and carry apparatus safely.

Skills

Example

Thinking Me

Explore	Compare	Do you find it easier to roll in a tucked or a stretched shape? Why?
Compose	Create	How can you change your roll to make it more challenging?
Perform	Make reasoned decisions	How can you link your rolls together to make your sequence flow?

Social Me

Explore	Empathise	Why is important to celebrate everyone's achievements?
Compose	Resolve conflict	If you disagree with your partner/s about which rolls to include in your sequence, how could you resolve the problem?
Perform	Support	How can you support your partner if they are finding it difficult to work in unison? Why is this important?

Healthy Me

Explore	Recognise the effect of exercise on the body	Explain what happens to your heart rate as you warm up. Why does this happen?
Compose	Identify emotions	How do you feel when others offer to help you? Why?
Perform	Make positive self statements	What were you good at in this activity?

Physical Me

Explore	Move with agility	How did you change the direction of your sequence?
Compose	Maintain balance	What will determine which starting position you adopt?
Perform	Co-ordinate actions	How do you use your arms to help you stand up?

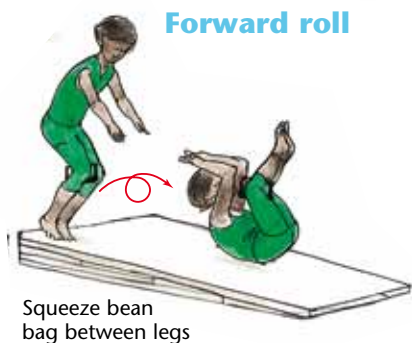
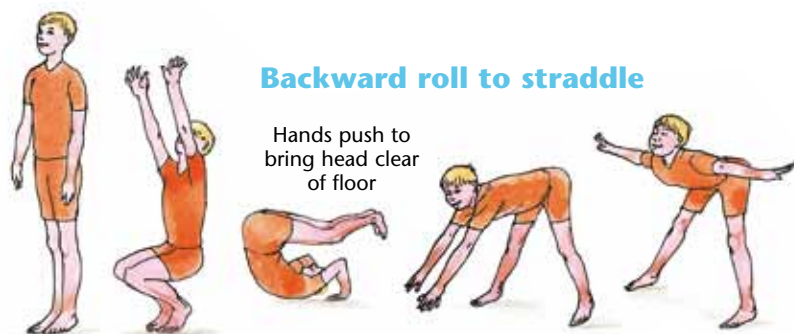
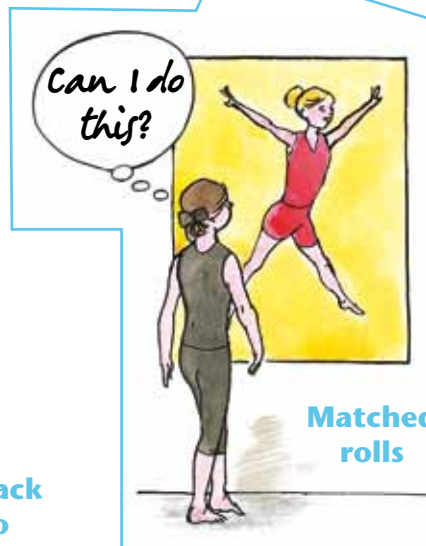
Easier

- S** SPACE
- T** TASK
- E** EQUIPMENT
- P** PEOPLE

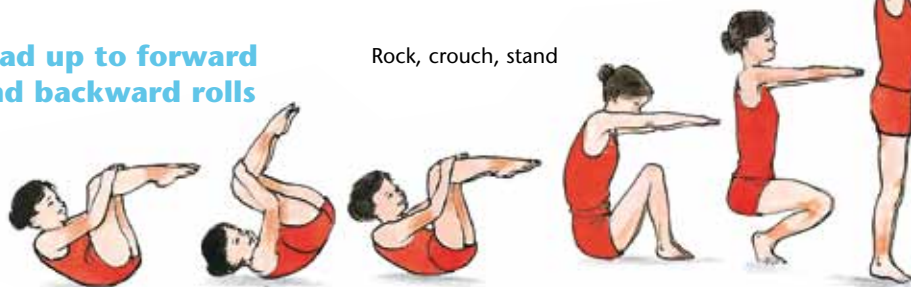
- S** Turn from lying on back to lying on front using a single mat.
- T** Egg roll only from front to back.
- E** Use a mat/wedge to create a gentle slope.
- P** Partner/teacher to guide.

Harder

- S** Two different side rolls with a change of pathway in between.
- T** When in shoulder stand, sweep arms behind head before returning to crouch.
- E** Egg roll along a padded bench.
- P** Work back to back with partner to perform teddy/circle rolls, swapping positions in a short sequence.



Lead up to forward and backward rolls



Matched rolls

- ▶ Work in pairs.
- ▶ Each pair selects two cards, one from each of two sets.
- ▶ Each card in set one has a suggestion for starting a roll.
- ▶ Each card in set two has a suggestion for finishing a roll.
- ▶ The pairs then compose and perform a movement action that fulfils the expectation of their cards.
- ▶ The action can be performed separately or simultaneously.
- ▶ Class members are then invited to watch each other and identify other pairs that selected both cards that had the same instruction as their own.

Safety

- Ensure the children:
- do not roll on the top of the head
 - ▶ flex the neck to place shoulders on the mat
 - ▶ always roll into a clear space, use mats and have sufficient space around them (or on them) to link movements together
 - ▶ show competence on floor before trying skills on apparatus.

Skills

Example

Thinking Me

Explore	Experiment	Why would you sometimes start your roll from a different starting position?
Compose	Plan	Why might it be useful to discuss what your sequence might look like before performing it?
Perform	Self-evaluate	What do you need to do to improve?

Social Me

Explore	Praise	How and why would you praise each other?
Compose	Communicate	How do you and your partner communicate when to move? Why is this important?
Perform	Give constructive feedback	What is the best way to give feedback to another person about their performance? Why?

Healthy Me

Explore	Identify muscles	Which muscles did you use when you were rolling?
Compose	Understand the function of muscles	How do your muscles help you when rolling?
Perform	Understand how to warm up	What is different about stretching our muscles after performing compared to before?

Physical Me

Explore	Move with agility	What is the quickest way to turn your body? Why would you need to know this?
Compose	Co-ordinate actions	Why do you need to be in the correct position as you begin your roll?
Perform	Improve consistency	What will help you to improve moving in unison with your partner?

Easier

- S** SPACE
- T** TASK
- E** EQUIPMENT
- P** PEOPLE

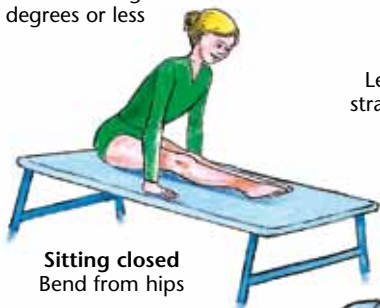
- S** Crouch with back against wall as starting position for a forward roll.
- T** Use arms by sides of body to support weight on floor in rock to shoulder stand.
- E** Perform tucked rock to stand with bean bag held between legs.
- P** Partner assists standing from a straddle sit by holding hands to help to move body weight in front of feet.

Harder

- S** Create a sequence where pathway changes twice from finishing position of each roll.
- T** Forward roll with legs straight throughout.
- E** Roll along bench, low beam.
- P** Backward roll to handstand, partner supporting the held position.

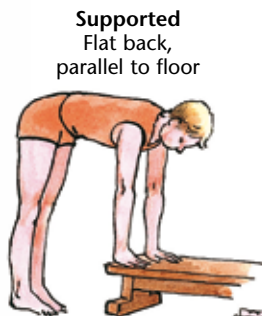
Piked

Legs straight and together, angle between chest and thighs 90 degrees or less



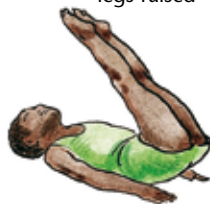
Sitting closed
Bend from hips

Legs straight



Supported
Flat back,
parallel to floor

On back
Back flat,
legs raised



Supported



On shoulders
Feet stretched
beyond head

Straddle

Legs straight and open sideways at or beyond 90 degrees



Sitting
Legs turn out,
feet pointed

Supported straddle
Arms straight,
shoulder
width apart



Standing
Legs at least
shoulder width
apart



Standing straddle (Star shape)
Trunk parallel
to floor



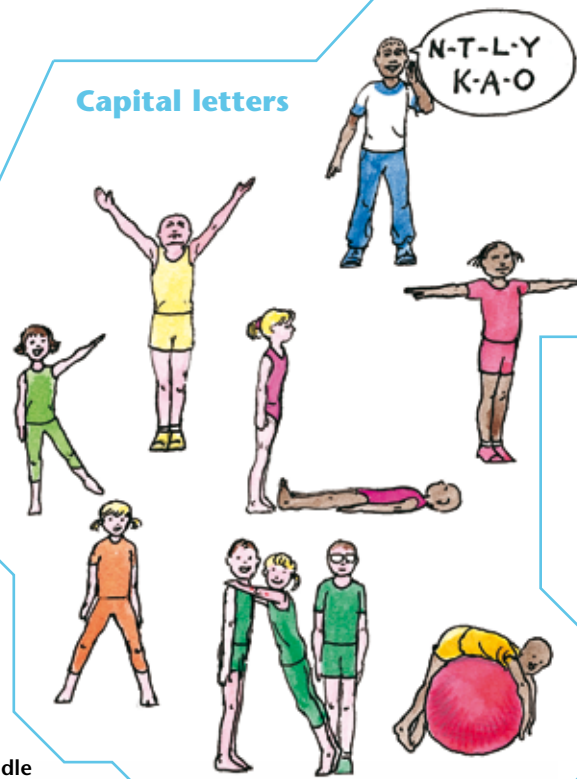
On shoulders
Hips lifted,
legs turned
out



On back
Back flat,
legs raised



Capital letters



Capital letters

- ▶ Children travel in various ways to music.
- ▶ When the music stops they make the capital letter shape called out by the teacher.
- ▶ Good examples include 'X', 'V', 'Y', 'T', 'I', 'L' and 'C'.

Extension

Groups of three or four create different letter shapes.

Safety

- Ensure the children:
 - do not put weight on back of head or neck in inverted shapes
 - ▶ have sufficient space for their work and are aware of others when completing tasks
 - ▶ have been warmed-up and know how to lift and carry equipment properly
 - ▶ are familiar with apparatus being used.

Skills

Example

Thinking Me

Explore	Create	What letter shape can you make using your body?
Compose	Predict	What would be the best shapes to link together? Why?
Perform	Make reasoned decisions	What do you need to practise? Why?

Social Me

Explore	Collaborate	How can you work with others to try to create more letter shapes?
Compose	Involve everyone	What can you do to ensure that everyone is involved in creating new shapes?
Perform	Praise	How does celebrating each other's achievements help your partnership?

Healthy Me

Explore	Understand how to warm up	How could you use this activity to gradually warm-up?
Compose	Understand the effect of exercise on breathing	What happens to your breathing when exercising? Why?
Perform	Be positive	What did you do well and what you were good at?

Physical Me

Explore	Maintain balance	What pieces of apparatus can you use for support?
Compose	Co-ordinate actions	Why is the position between your body parts important?
Perform	Improve quality	Why it is important to recognise what makes a good quality body shape?

Easier

- S** SPACE
- T** TASK
- E** EQUIPMENT
- P** PEOPLE

- S** In straddle, sit with back against wall.
- T** Support with hands under hips for shoulder stand. Show the held position momentarily.
- E** When holding supported positions, place hands on box top/bench with feet on floor.
- P** Partner gently assists to fold forward in straddle or pike.

Harder

- S** Arms straight beyond head in inverted position on shoulders.
- T** Hold each of the positions for three seconds.
- E** Make the shapes on climbing frame, benches, low tables.
- P** Mirror and contrast shapes with a partner.

TOP Gymnastics: Ship shape...

Theme: **SHAPE**

Front support position

Keep hands under shoulders
Keep body in straight line



Lying

Stretched
Back flat on floor
(no bending in elbows or knees)

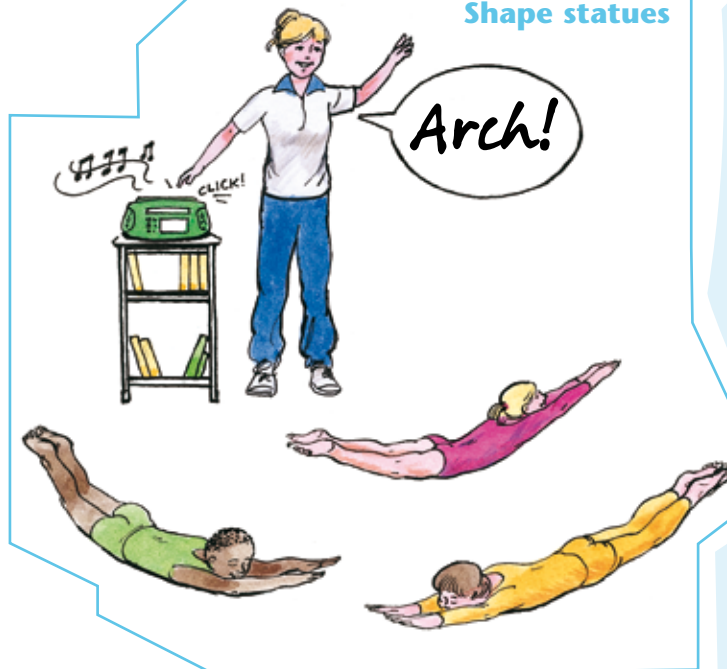


Dish
Lift arms and legs clear of the floor and apparatus
● Keep back pressed down onto floor/apparatus



Arch
Lift arms and legs clear of the floor and apparatus

Shape statues



Shape statues

- ▶ Children move to music.
- ▶ When it stops they make the shape called out by the teacher, e.g. straight, tucked, dish, arch, etc.

Extension

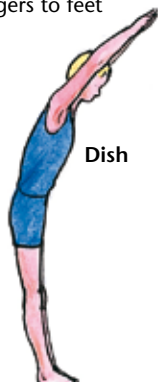
- ▶ Include different positions, **lying** in dish shape, tucked on back, pike sitting, etc.

Standing

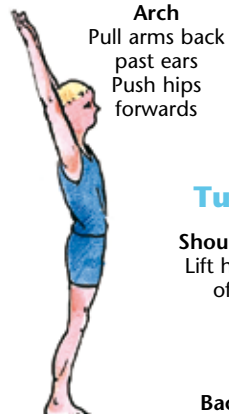
Straight
Legs together



Straight body
From fingers to feet



Dish



Arch
Pull arms back past ears
Push hips forwards

Tucked

Shoulder tuck
Lift hips clear of floor



Back tuck
Hands grasp below knees



Squat stand
Straight back



Sitting
Hips and knees bend as far as possible



Squat
Knees close to chest



Safety

- Ensure the children:
 - do not allow an arch in their lower back while performing the dish shape.
 - ▶ have sufficient space for their work and are aware of others when completing tasks
 - ▶ have been warmed-up and know how to lift and carry equipment properly
 - ▶ are familiar with the apparatus being used.

Skills

Example

Thinking Me

Explore	Problem solve	How can you use small apparatus to support or challenge yourself?
Compose	Peer evaluate	How can your partner improve their sequence?
Perform	Compare	How will you decide if your partner's advice will enhance your performance?

Social Me

Explore	Give constructive feedback	How can you make your feedback positive? Why is this important?
Compose	Respond appropriately	If you disagree with your partner's advice how will you respond?
Perform	Negotiate	If you arrive at a piece of large apparatus at the same time as someone else, how will you decide who goes through first?

Healthy Me

Explore	Be autonomous	What changes could you make to the activity to make it more enjoyable?
Compose	Persevere	How can practice help you improve?
Perform	Understand intensity	Did you feel you were using the same amount of energy when performing different movements? Why?

Physical Me

Explore	Co-ordinate actions	What difference does changing arm position make to your shape? Why?
Compose	Improve accuracy	What can help improve the appearance of your shape?
Perform	Maintain balance	What internal body parts can help you to hold your shape?

Easier

- S** SPACE
- T** TASK
- E** EQUIPMENT
- P** PEOPLE

- S** In squat stand, make straight back against a wall.
- T** Keep arms by side in dish position. Begin in tucked shape on back and take one leg out at a time. Show the position momentarily.
- E** Work on an individual mat.
- P** Partner to hold feet to assist in making dish/hollow shape lying on floor.

Harder

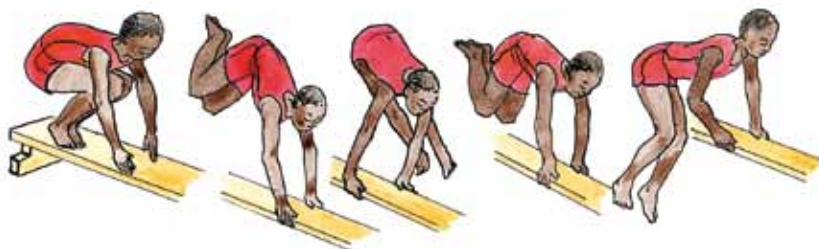
- S** Sitting in tucked position on floor with feet raised to form balance.
- T** Hold each of the positions for three seconds.
- E** Make the shapes on climbing frame, benches, low tables.
- P** Mirror and contrast shapes with a partner.

Crocodile



Walk on forearms and feet near to floor

Bunny jump



Caterpillar

Walk feet forward towards hands, hands remain still, and then walk hands away from feet, feet stay still



Bear

Move leg and arm at same time



Visit to the zoo



Crab

Hips raised



Monkey



Frog



Snail



Visit to the zoo

- ▶ The teacher tells a story of visiting the zoo to see various animals.
- ▶ Introduces animals one at a time, describing and demonstrating how they move.
- ▶ Children copy the actions one at a time.
- ▶ Select from bunny hops, frog, snake, crab, caterpillar, crocodile, bear, camel, etc.

Safety

- Ensure the children:
- ▶ check pathway is clear before travelling backwards
 - ▶ place hands on the floor with flat palms
 - ▶ have sufficient space for their work and are aware of others when completing tasks
 - ▶ show competence on floor before trying travelling skills on apparatus.

Skills

Example

Thinking Me

Explore	Compare	What are the similarities and differences between how you and others are travelling?
Compose	Consider	How can you make it easier to move from one way of travelling to another?
Perform	Examine	What is the most effective way of remembering the order of your movements?

Social Me

Explore	Empathise	How does it feel when you struggle to perform a particular movement? What would make you feel better?
Compose	Negotiate	Decide who the best person to begin when performing a sequence with a partner. How did you make your choice?
Perform	Praise	How can praising another help their performance?

Healthy Me

Explore	Understand intensity	Did you feel you were using the same amount of energy when performing different movements? Why?
Compose	Understand that everyone likes different activities	Why did you like or dislike this activity? What would make it more enjoyable for you?
Perform	Persevere	Why is it important to keep trying to improve?

Physical Me

Explore	Move with agility	How can you change the speed of your movements?
Compose	Maintain balance	How do you maintain balance when moving?
Perform	Co-ordinate actions	How can you show a rhythm when moving? How does this help?

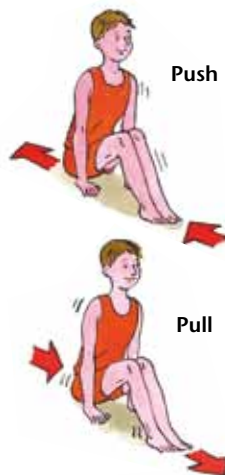
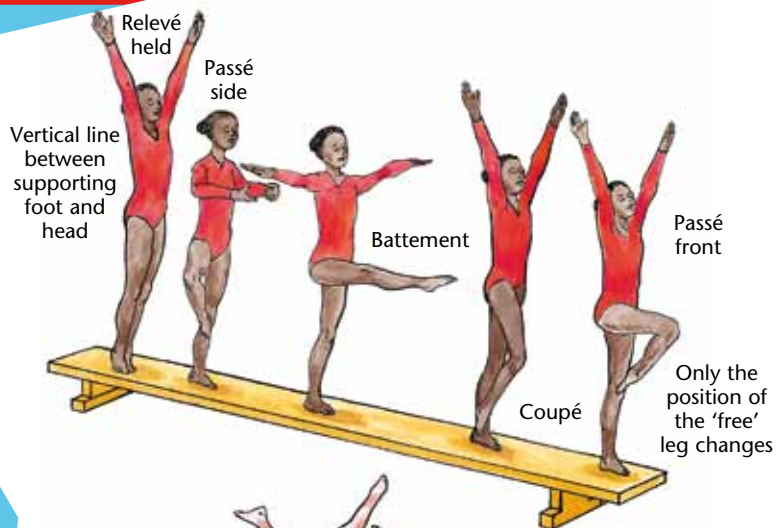
Easier

- S** SPACE
- T** TASK
- E** EQUIPMENT
- P** PEOPLE

- S** Travel forward in a straight line.
- T** Show two ways of travelling using combinations of hands and feet.
- E** Bunny hop on floor.
- P** Play 'follow the leader' in pairs.

Harder

- S** Travel around the perimeter of a square or rectangular area using different travelling movements on each side and linked smoothly at the corners.
- T** Try moving backwards.
- E** Perform combinations of travelling movements on a low beam.
- P** Make a short travelling routine with a partner moving in unison.

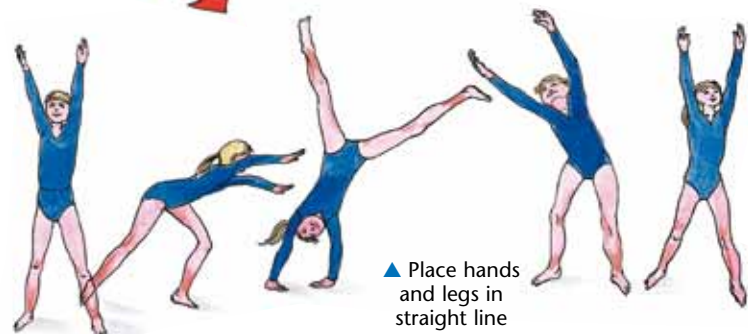
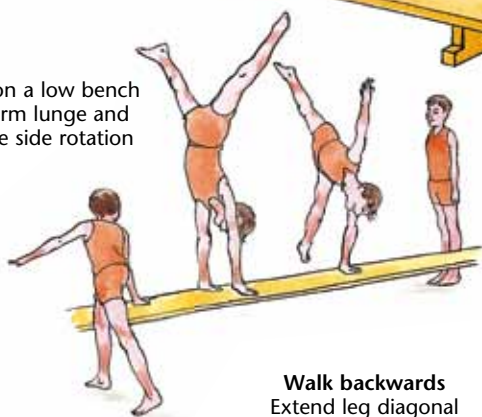


Skip

Follow my leader

- ▶ Children in pairs, one taking role as leader.
- ▶ Leader moves to music using a travelling action from images shown and partner copies.
- ▶ Change leader at intervals.

Start on a low bench
Perform lunge and simple side rotation



Safety

- Ensure the children:
- ▶ Check pathway is clear before travelling backwards
 - ▶ Place hands on floor with flat palms
 - ▶ Have sufficient space for their work and are aware of others when completing tasks
 - ▶ Show competence on floor before trying skills on apparatus

Walk backwards
Extend leg diagonal to floor

Relevé walk
Walk on balls of feet

Battement
Chest high, body erect

Step and hop
Extend leg as it leaves floor

Front chassé
One leg 'chases' the other



Walk forwards
Slight turn out of legs and feet



W. RAVINE

Skills

Example

Thinking Me

Explore	Problem solve	What can help you to move with rhythm? Why does this help?
Compose	Self-evaluate	What happened to your technique after you had been practising and why?
Perform	Set targets	What can you do to improve your movements?

Social Me

Explore	Be patient	How will patience help you to improve?
Compose	Value	If your partner is finding the activity difficult why is it important to congratulate their efforts?
Perform	Praise	Did you praise each other? What effect do you think it had?

Healthy Me

Explore	Persevere	How can we tell if someone is determined to get better?
Compose	Make an informed choice to take part in physical activity	What makes this activity fun?
Perform	Cope with success and failure	How did/ would you react if your partner/ group did not perform as well as you had hoped? Why?

Physical Me

Explore	Co-ordinate actions	If you are having problems moving your arms and legs at the same time what can you do to simplify the movement?
Compose	Move with agility	How can you avoid collisions when moving?
Perform	Maintain balance	How can you retain body control when moving? Why is this important?

Easier

- S** SPACE
 - T** TASK
 - E** EQUIPMENT
 - P** PEOPLE
- S** Travel forwards in a straight line
 - T** Travel in slow motion
 - E** Travel along a line to encourage direction and control
 - P** Play a game of 'Follow My Leader'

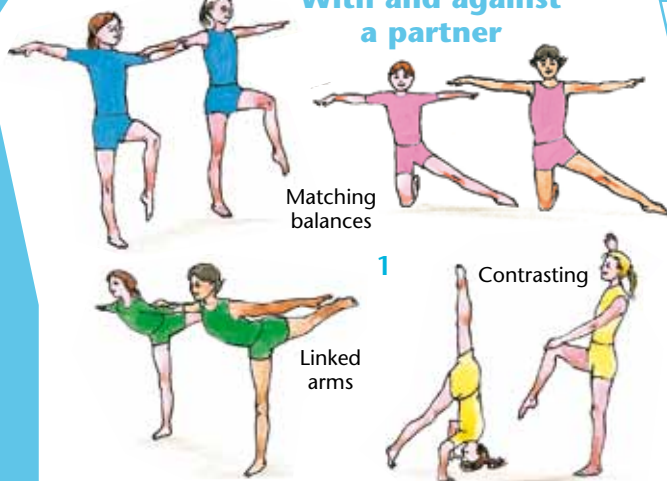
Harder

- S** Travel in different directions and pathways
- T** Create a sequence linking two or more ways of travelling
- E** Perform on a low beam
- P** Create a sequence linking two or more ways of travelling with a partner moving in unison

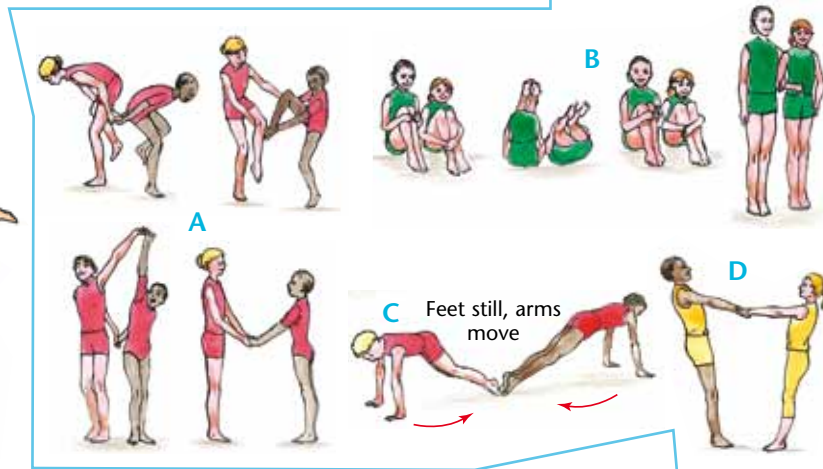
TOP Gymnastics: Double up...

Skill: WORKING WITH A PARTNER

With and against a partner



Around the grid



Around the grid

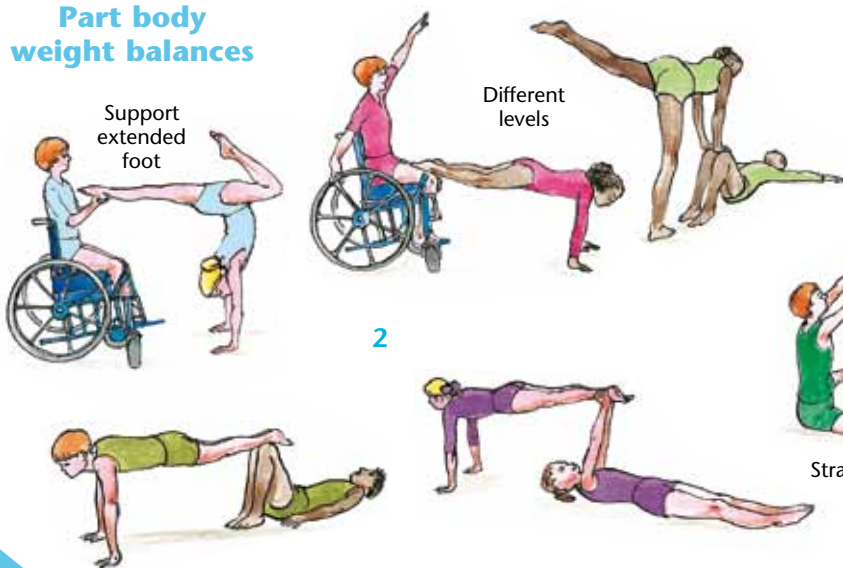
- ▶ Working in teams of eight, first pair starts at point A and performs skill then moves to corners B, C and D in turn.
 - ▶ As soon as they finish at A, second pair can start and then follow them round the grid. Then C and so on.
- At A: Step in and out.
At B: From sitting, rock and stand back, elbows interlocked.
At C: Window wipers.
At D: Hold counter balance facing each other for three seconds.

Safety

- Ensure the children:
- ▶ are in appropriate pairs (when progressing towards weight taking balances, one in each pair should be stronger and heavier than partner to take on the role of 'base')
 - ▶ are taught progressively, moving from assisting partner to do a balance, through simple counterbalances, to taking part of body weight
 - ▶ have had a good grounding in individual skills that require tension and extension
 - ▶ allow sufficient space around pairs to prevent them coming into contact with others.

N.B. Do not expect everyone to achieve balances where the base takes the whole body weight of partner. Do not attempt to teach balances where part or full weight of partner is supported without having attended an appropriate training course.

Part body weight balances



Supported handstands



Full body weight balances



Easier

- S** Provide support for handstand of partner.
- T** Counterbalance holding hands and facing each other.
- E** Support feet on bench in front support to check 'tension' before partner holds weight.
- P** Log roll holding hands with a partner.

Harder

- S** Make up a trio balance along a straight line or within the space of a small rectangle (one mat).
- T** Make up a trio balance where the full weight of one person is taken by the other two.
- E** 'Top' performs held front angel position across bench. 'Base' uses bench to keep legs vertical.
- P** Perform front angel balance holding hands then with hands free.

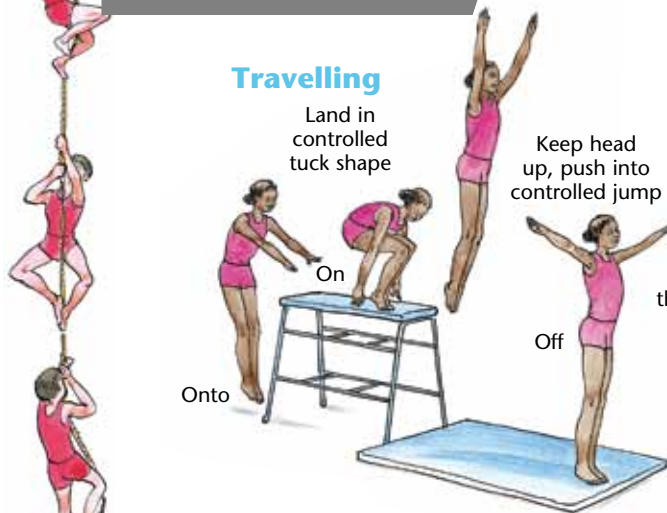
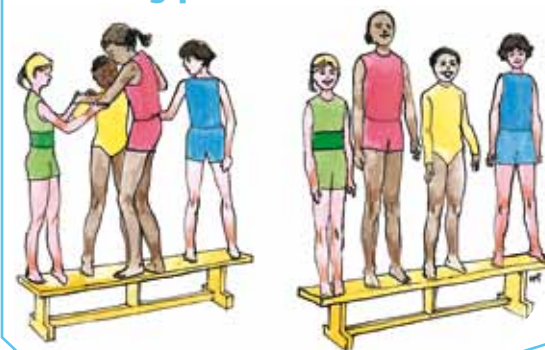
TOP Gymnastics: Feet off the ground...

Skill: USING LARGE APPARATUS



Pull on arms

Switching places



Tuck thighs to chest

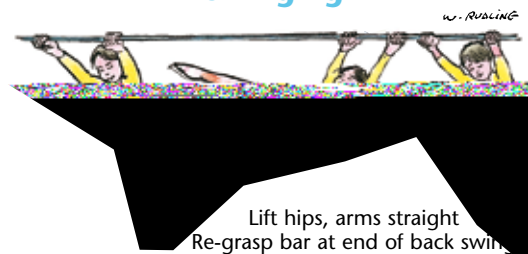


Through
Under grasp pull on arms

Held
Arms straight, clear shape

Keep a firm grip

Swinging



Climbing

Keep three point contact

Switching places

- ▶ Stand at opposite end of an upright bench to your partner.
- ▶ Approach from opposite directions. Pass without stepping off onto the floor.
- ▶ Can you find different ways to pass each other?

Variations

- ▶ Make the game more difficult by using a floor beam or upturned bench.
- ▶ In teams of six, switch places on the bench so that everyone is in alphabetical order according to their first name.

Safety

Ensure the children:

- never jump from a height that will cause a landing that is out of control (always land on two feet) when jumping from apparatus
- use mats to designate landing areas, for assisting resilience when landing from low apparatus, or for denoting areas to practise travelling upside down on low equipment
- allow sufficient individual space on the apparatus to work without contacting others
- do not climb over the top or jump from a fixed frame (climb up and down ropes)
- ▶ show competence on floor before trying skills on apparatus.

Easier

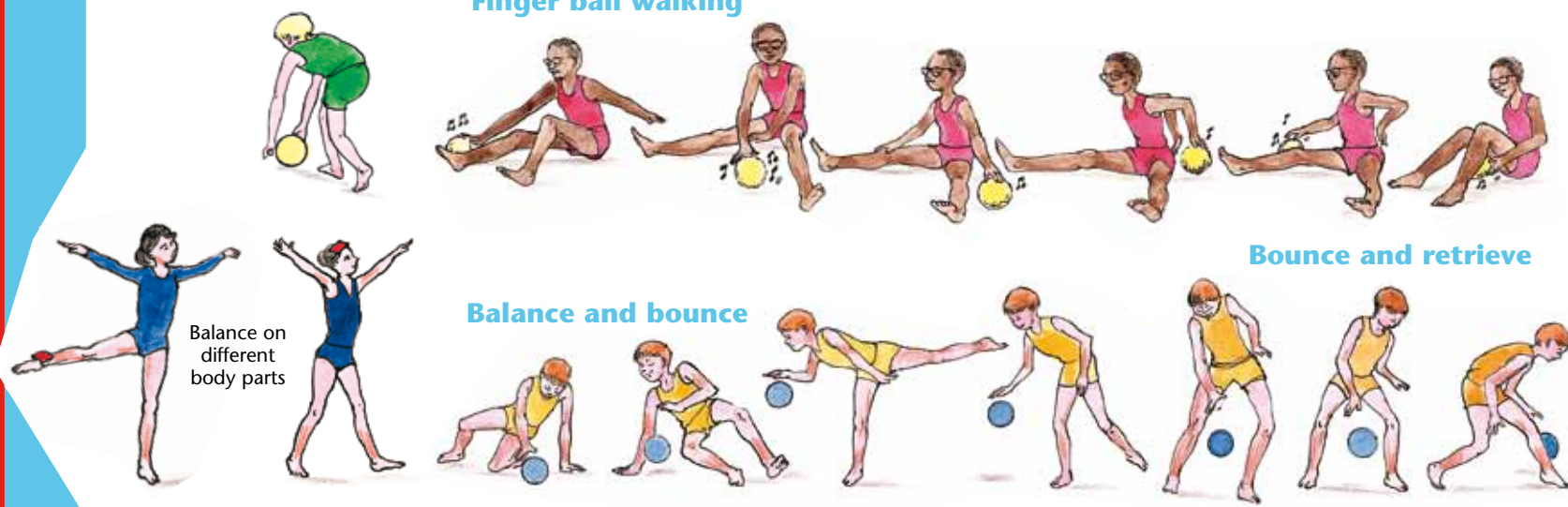
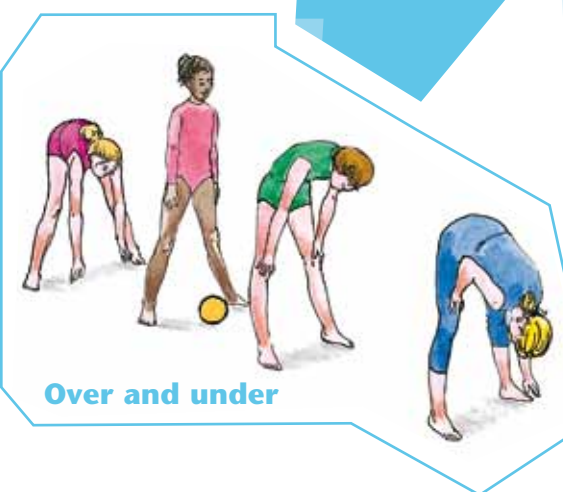
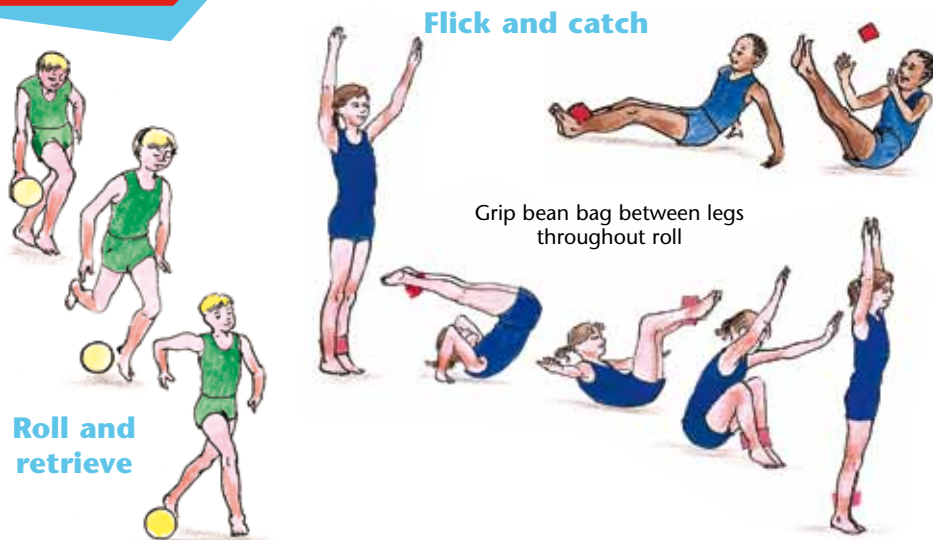
- S** Work near to the floor on climbing frame.
- T** Travel along bench using side to side bunny hops.
- E** Perform a patch balance on the floor, bridging onto a box or table.
- P** Walk along bench passing a partner.

Harder

- S** Use the higher bars in the climbing frame to show three different hang shapes with different grips.
- T** Perform a forward roll on single bar.
- E** Use narrow side of bench or higher beam to link two balances on one leg with relevé walk.
- P** Travel along bar swapping place with partner.

TOP Gymnastics: Balls and beanies...

Skill: HAND APPARATUS – BEANBAGS AND BALLS



Over and under

- ▶ In teams of four or five, players stand 1m apart, one behind the other, with legs astride.
- ▶ Child at back rolls ball through legs of other team members.
- ▶ Child at front collects and runs to back of line while everyone else moves forward one place.
- ▶ When all have had their turn and player that started has returned to rear, he/she collects ball, runs with it to the front and passes overhead.
- ▶ Game ends when second rotation is complete.
- ▶ As skill improves, introduce throwing behind head instead of passing.

Safety

Ensure the children:

- ▶ are aware of others
- ▶ avoid windows and doors when throwing
- ▶ throw/roll into space and are aware of others when following a movement pathway
- ▶ have been warmed-up.

Easier

- ▶ **S** Throw and catch against a wall.
- ▶ **T** Allow ball to bounce before catching.
- ▶ **E** Use scarves or balloons for throwing and catching to increase reaction time.
- ▶ **P** Partner helps you to stand from rocking position by gently pulling on hands.

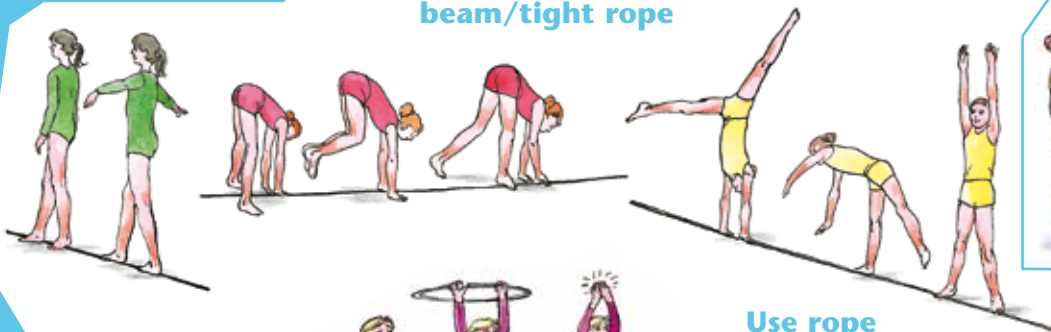
Harder

- ▶ **S** Throw and catch against a small target on wall.
- ▶ **T** Throw and catch ball behind body or perform a 360 degree turn.
- ▶ **E** Draw line/narrow path and ensure ball travels without deviation.
- ▶ **P** Face away from partner and deliver ball above and overhead, then look for it under straddle legs as partner rolls back.

TOP Gymnastics: Ropes, ribbons and rhythm...

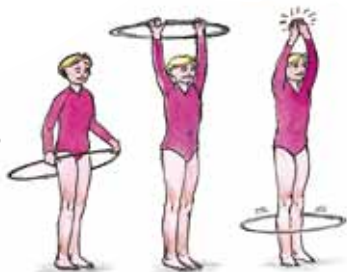
Skill: HAND APPARATUS – HOOP, ROPE AND RIBBON

Use rope to create a beam/tight rope



Hoops

Lift above head to full stretch, clap hands, let it fall



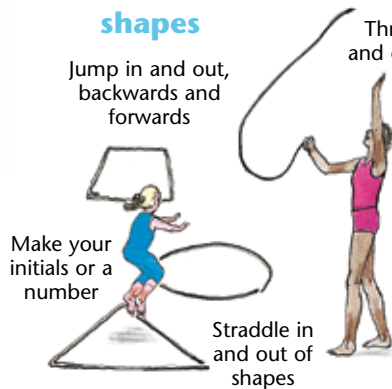
Spin on different body parts



Quick steps in and out

Use rope to make shapes

Jump in and out, backwards and forwards

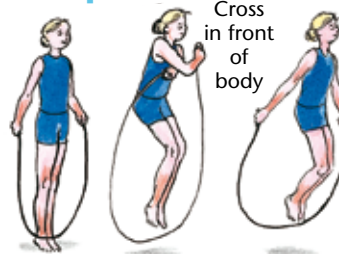


Make your initials or a number

Straddle in and out of shapes

Throw and catch

Ropes



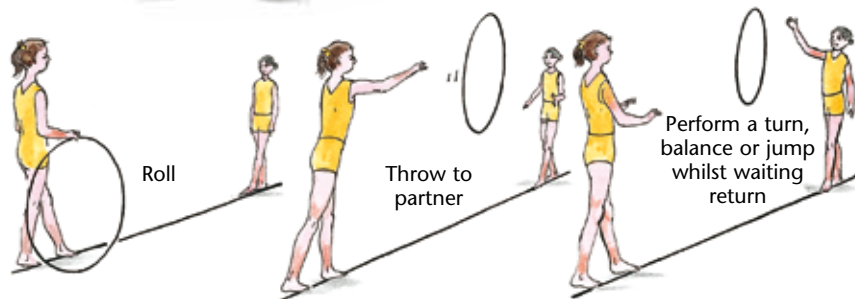
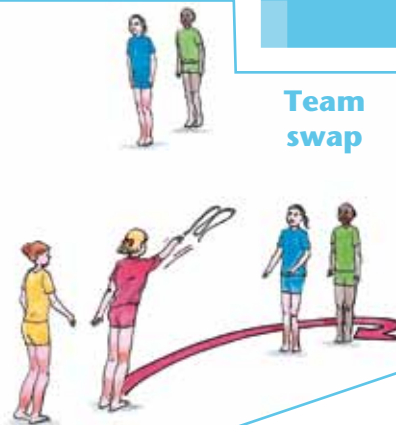
Use rope for skipping

Link arms and skip to continuous turns of rope



w. RUSLING

Team swap

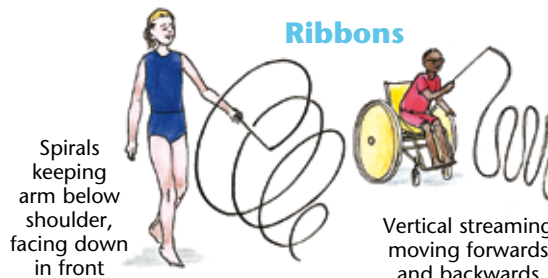


Roll

Throw to partner

Perform a turn, balance or jump whilst waiting return

Ribbons



Spirals keeping arm below shoulder, facing down in front

Vertical streaming moving forwards and backwards

Team swap

- ▶ Teams of four, in pairs, facing each other, 6m apart.
- ▶ First person (1) completes ten skips on the spot.
- ▶ Quadruple fold of rope and then throws it to partner standing opposite (2).
- ▶ Follow rope and stand at back of pair opposite.
- ▶ Second person then repeats the actions, starting with the skips.
- ▶ Continue until the team finishes back in their original starting positions.

Safety

Ensure the children:

- ▶ leave no apparatus on the floor
- ▶ ensure hand apparatus is in good repair
- ▶ are aware of others when throwing equipment and ensure pathway is clear
- ▶ avoid windows and doors when throwing equipment.

Easier

- S** Work only along straight line, e.g. rope placed on floor.
- T** Roll hoop to a partner.
- E** Shorten length of ribbon/tie knot in ends of rope to assist manipulation.
- P** Skip while rope is turned by another child.

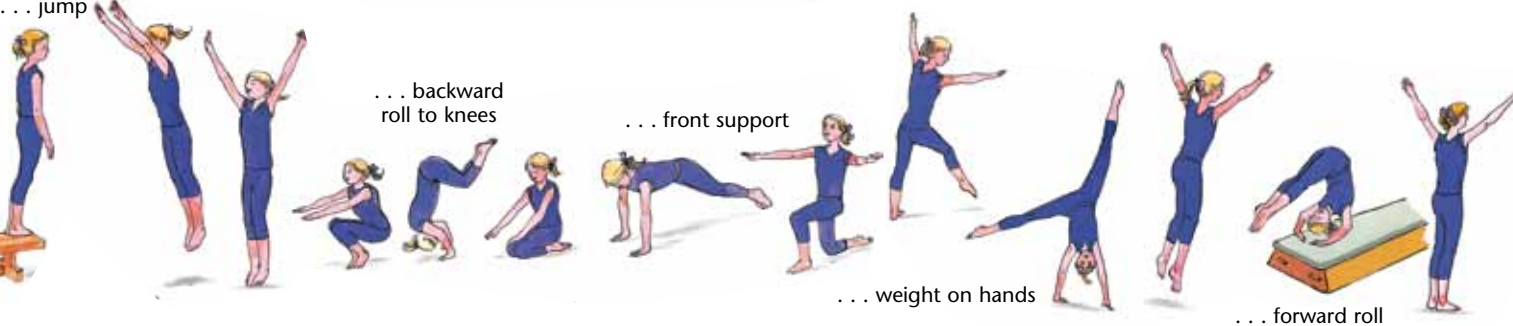
Harder

- S** Increase height of throw or number of actions before apparatus is collected.
- T** Throw rope, perform 360 degree turn and catch with crossed arms.
- E** Perform short routine to music.
- P** Compose routine for four people using two pieces of equipment.

TOP Gymnastics: Pick (link) and mix...

Skills: BUILDING MORE COMPLEX SEQUENCES

Link movements from activity groups



Young judges



Young judges

- ▶ Make up a panel of five judges to mark a full routine. Each person has a set of four cards and can award a score between one and four.
- ▶ Decide the maximum time allowed for the sequence and if it will be performed to music.
- ▶ Judges 1 and 2: Mark the quality of the four moves. Rating: (1) Working towards satisfactory standard; (2) Satisfactory; (3) Good; (4) Excellent.
- ▶ Judges 3 and 4: mark the flow and variety of linking work. Rating: (1) No real links, sequence disjointed; (2) Satisfactory, at least two ways of linking work and some flow and variety shown; (3) Good, at least three ways of linking work and good start and finishing positions; (4) Excellent sequence, shows original ideas and 'flows' throughout.
- ▶ Judge 5: awards 1 mark for each of the following: Change in direction; speed; level; good use of space. Also responsible for recording total score.
- ▶ Maximum score: 20 points.
- ▶ Judges provide feedback explaining reasons for the score they give.

Safety

- Ensure the children:
- ▶ have sufficient equipment for paired work on apparatus to be carried out safely
 - ▶ have sufficient space for their work and are aware of others when completing tasks
 - ▶ show competence on floor before trying skills on apparatus.

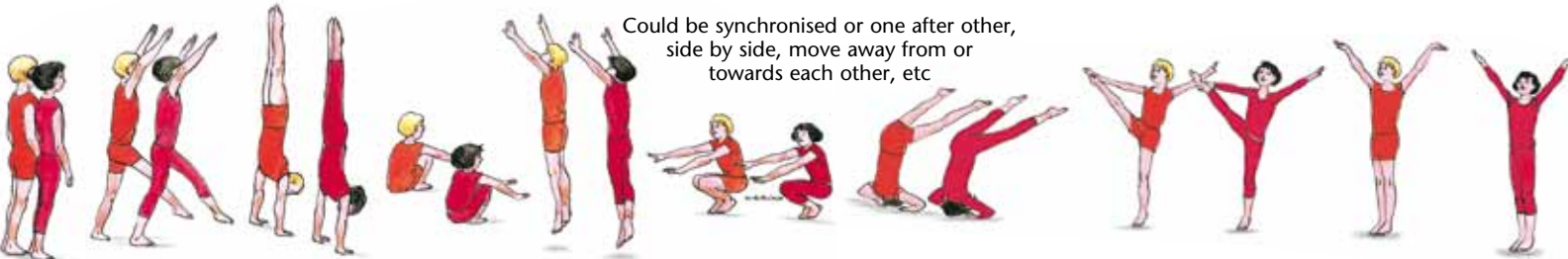
Easier

- S** Work at a slow speed, always facing forward.
- T** Complete only the first part of the set sequence.
- E** Limit your sequence to apparatus with a large surface area.
- P** Use partner to support a balance in your sequence.

Harder

- S** Construct a sequence with forward, backward and sideways moves at variable speeds.
- T** Use music to create a sequence with skills from four movement groups and three different spatial concepts.
- E** Video group routine, review and then modify.
- P** Create a short routine to music for four people.

6 Work with a partner



Remember: introduce spatial concepts - direction, level, pathway, speed, musical accompaniment

TOP Gymnastics: A routine matter...

Skills: INTRODUCING SEQUENCES

1 Repeat one movement



e.g. two log rolls several skips



Add on

Add on

- ▶ (A) performs a simple move.
- ▶ (B) copies and adds another movement to the end.
- ▶ (A) then performs the two moves performed by (B) and adds a third.
- ▶ (B) then copies (A) and adds a fourth movement.
- ▶ Continue until there are eight movements in the routine.
- ▶ Encourage composition of a sequence that includes agilities and linking movements.
- ▶ As technique improves, refine sequences through practise and work towards routines that: include a balance, a roll, a jump and landing, and a movement where weight is taken on hands; show different ways of travelling; change direction, speed and level.

4 Introduce apparatus



2 Link two or three movements from the same activity group

e.g. different balances



. . . different jumps



Safety

Ensure the children:

- ▶ do not use a jump from the climbing frame to link a hanging/climbing movement with a shape on the floor
- ▶ have sufficient space for the work and are aware of others when completing tasks
- ▶ leave space around apparatus to complete travelling sequences to and from the floor
- ▶ perform activities confidently on the floor before working on apparatus.

Easier

- ▶ **S** Use a straight line as a pathway.
- ▶ **T** Make a smooth change from running to skipping. Work on the balls of your feet.
- ▶ **E** Join a bunny jump side to side along a bench with a straight jump off the end.
- ▶ **P** Play 'follow my leader' with partner.

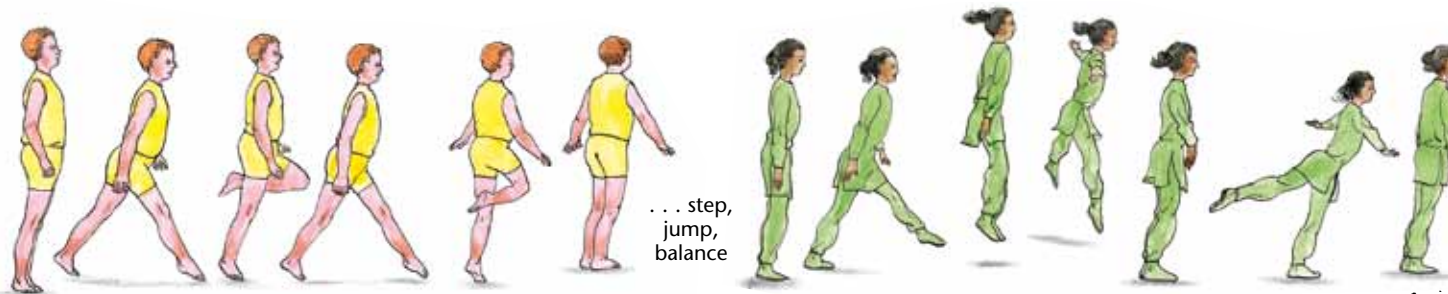
Harder

- ▶ **S** Create a sequence that has four changes in pathway.
- ▶ **T** Use music to create a sequence with four skills and three different spatial concepts.
- ▶ **E** Use a combination of large apparatus to make a synchronized sequence with a partner.
- ▶ **P** Make matching sequence with a partner using hand apparatus.

3

Link movement to travelling

e.g. step, skip, step, skip



. . . step, jump, balance