







What the children should know and remember (previous relevant learning):

Year 3: To talk, listen and plan with a partner. To be able to try to describe what was good about a performance. How to perform a forward roll & a log roll. ¼ & ½ turn jumps using straddle, star, tuck, pike and straight shapes..	Year 4: To practise ways to work with a partner such as: following / leading, face-to-face, side-by-side, away from then back together, mirroring, back-to-back, cannon.
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During this unit of work, children will learn:

 HANDS (DOING)	 HEAD (THINKING)	 HEART (FEELING / BEHAVIOUR)
<p>how to spin on different body parts.</p> <p>how to rotate around the 3 different axis to learn new skills (1. Vertical: ½ & full turn jumps, log roll, teddy bear roll. 2. Horizontal: forward / backward rolls to tuck & straddle, handstand to forward roll, handstand to bridge, limbers & walkovers. 3. Front to back: bunny hop, cartwheel, round off) on floor.</p> <p>how to perform different rotating / turning actions off, over and sometimes along apparatus.</p> <p>to explore different ways to work with a partner when linking actions in a planned sequence.</p> <p>to practise actions that will improve flexibility, strength & co-ordination.</p> <p>to explore different ways to work with a partner when linking actions in a planned sequence.</p> <p>to understand how to perform rotating actions using good technique.</p> <p>to perform sequences on own and with a partner showing control and accuracy.</p>	<p>how to create, remember & repeat sequences on own / with a partner.</p> <p>how to plan to use a variety of actions & level changes on floor & apparatus.</p> <p>how to plan and discuss adapting a floor sequence onto apparatus to maintain quality.</p> <p>to choose which rotating actions they can perform when using apparatus.</p> <p>to plan & describe if an action was performed well and suggest ways to improve it.</p> <p>to remember and how to use the teaching points given when practising a new skill.</p>	<p>to be safe at all times and follow instructions.</p> <p>how to carry & move apparatus carefully and safely with others.</p> <p>to work on their own and with a partner safely whilst sharing space & apparatus.</p> <p>to compare their performance to others.</p> <p>to challenge self to attempt and master more difficult skills.</p> <p>that strength, flexibility & co-ordination are important for physical activity.</p> <p>to explain the reasons for a warm up.</p> <p>why exercise is good for their health.</p> <p>to describe the effects of exercise on the body at different points during an activity.</p> <p>to show resilience and grow in confident when trying more difficult skills.</p> <p>to say positive things about their own ability and performances.</p>


ASSESSMENT FOCUS:

 HANDS (DOING)	 HEAD (THINKING)	 HEART (FEELING / BEHAVIOUR)
<p>Practise rotating around the 3 axes on floor & using apparatus.</p> <p>Can perform a sequence on own & with a partner with control & accuracy.</p> <p>Can use different actions including flight to link shapes & rotations.</p> <p>Try to improve flexibility, strength & co-ordination.</p>	<p>Create, remember & repeat sequences on own & with a partner.</p> <p>Plan & discuss how to transfer actions from floor to apparatus.</p> <p>Can describe if an action was performed well & try to improve it.</p> <p>Can remember teaching points given for a new skill.</p>	<p>Is safe at all times. Can work on own & with others / listen to others.</p> <p>Know how to share, move & carry equipment safely.</p> <p>Can say positive things about own performance..</p> <p>Learn to explain reasons for a warm-up / explain the effects of exercise during an activity.</p> <p>Show determination when challenged with harder skills & confident to try new skills.</p>

What the children will learn next (in next gymnastics unit of work) – Year 5 Flight (linking basic jumps):

Learn and practise ways to jump: 1-1 leap, 1-2, 2-1, 1-1 hop, 2-2 adding shapes of tuck, star, straight, straddle, wolf, pike, Explore ways travel a short distance from 2-2 feet. Learn ways to link jumps on floor and over apparatus.
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Warm up ideas



<p>Banana Game: Travel around hall, walking to start, then skipping / jogging. On call make these shapes: Banana – hold banana shape either standing or lying. Banana split – hold banana shape with legs apart. Banana shake – shake body whilst holding banana shape. Squashed banana – make flat star shape on floor.</p>	<p>Stuck in the mud: Walk during first game, then skip, then jog without touching mats. 2 children to be ‘taggers’. If tagged, children must hold a given shape on a mat then be freed by others as follows: Star shape on feet: freed by someone travelling between their legs. Table: On hands & feet facing floor like a table. Freed by someone crawling under body. Arch:  Lie on tummy, lifting arms & legs. Freed by someone performing 2 feet to 2 feet pencil jump over body.</p>	<p>Musical statues: When music is playing, children to travel in different ways around floor without touching mats. When music stops, children to hold different shapes still on closest mat: Small, curled up shape; star shape; long, thin shape; on a named body part only, upside down, with feet in the air, a free choice of an unusual shape, etc. Change the shape that has to be made after every few stops of the music & increase speed of travelling to music from walking to skip, hop, jump, low, high, sideways, hands & feet etc.</p>	<p>Traffic lights: On commands children to hold a shape on a mat or travel in a certain way around mats: Red: Freeze. Amber: Skip. Green: Jog. Car wash: Lie on floor & roll from dish to arch shape. Speed bumps: 2 footed jumps around room with arms stretched up by ears. In the garage: Hold table shape still on a mat. Windscreen wipers: Lie on back on a mat with legs up straight. Open & close legs. Round the roundabout: Travel around one mat.</p>	<p>Under the sea: Children to walk, skip, jog around mats in between commands: Starfish: Star jump around mats. Crab: Side stepping with arms outstretched horizontally. Seahorse: Keeping arms by sides, travel taking tiny steps on tip toes. Jellyfish: Travel quickly around mats, lifting knees high and shaking hands up and down. Shark attack: Children to lie down flat on a mat or sit on a piece of apparatus & lift feet off floor.</p>	<p>Fire & ice: 3 children to each have an ice pack (bean bag). 4 children to each have a red hot hoop (hoop). Others to travel around mats (start with walk, then skip, then jog). If tagged by a child with an ice pack, children to stand on a mat holding a pencil shape still. They are freed by a child with a red hot hoop moving hoop over their body from top to bottom, then they step out of hoop when it reaches mat. Change children with ice packs and red hot hoops a few times & increase travelling speed.</p>
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Lesson No/ Week	Learning Objective	Success Criteria (Differentiated)	Activities	Resources	Key Vocabulary Key Questions
1	To understand how to spin on different body parts.	<p>All – will have opportunity to practise spinning on different body parts.</p> <p>Most – will understand the difference between spinning & turning.</p> <p>Some – will be able to confidently spin smoothly.</p>	<p>Recap on the basic principles of gymnastics. Introduce idea of turning and spinning. Discuss the difference. Pupils' interpretations will invariably end up defining turning rather than spinning, so you may need to demo the differences, but focus on getting them to come up with a definition of spinning as that is the lesson focus. Get pupils to finalise on the idea that when spinning the same body part remains on the floor at all times whilst the body is rotating, but turning is rotating the body where body may leave floor or different body parts touch the floor at different points during the actual turn. Challenge pupils to practise spinning on their bottom, then tummy, feet, knees, head, back etc. Ask children to demo good ideas & discuss which is easiest / most difficult and why. Play musical statues. Pupils to travel around hall in different ways. Every time the music restarts, challenge pupils to change their travel action. Ensure that you insist on a variety of travel actions by asking for them to travel slowly, quickly, on different levels, in different directions, etc. When music stops, tell pupils they are to go to nearest mat and perform a spin. On each stop, challenge pupils to spin on a different body part. (You can call these out or allow children to select individually. Now, look at how pupils can go from their feet to spinning on a body part, then return to feet in as smooth a transition as possible. Ask them first to go from standing to spinning on their bottom, back to standing again. Some pupils may jump down, others may forward roll to their bottom, etc. Allow time to practise then demo good ideas. Pupils to experiment with ways to go from standing into spins on other body parts before returning to feet. Then get pupils to use their favourite ways of spinning to create a small sequence where they go from standing to spinning, back to standing, then travelling to another area of the room using interesting travelling actions to then go into another spin on a different body part and so on. Demo good ideas.</p> <p><i>Some children may need help with ideas to get into spin and back out again. A simple stretch jump that ends up down in a tuck is an effective way to get onto a body part low on the floor. A standing jump such as a star jump that lands on feet is a good transition into a spin on one foot. Children can be encouraged to perform a donkey kick (hands on floor and kick bottom with feet, then place feet on floor to stand up) if they are struggling to find ways to smoothly transition from spin to returning to standing.</i></p> <p><i>Some children can be encouraged to perform more advanced actions to transition between standing and spinning on mat: A cartwheel onto one foot, then one knee, a forward to bottom or back, a backward roll to knees or stomach, a side roll to one knee, handstand forward roll to finish lying on back, a backbend into bridge then lower body to floor, etc.</i></p>	Music. Mats.	<p>What is spinning? What is turning? How are they different?</p> <p>Vocab: spin, turn, feet, hands, bottom, head, tummy, back, high, low, link, travel.</p>

2	To practise different ways to turn vertically.	<p>All – understand turning & spinning. Most – can perform ways to turn vertically with control.</p> <p>Some – can perform with control and tension.</p>	<p>Recap on the principles of spinning from last lesson. Explain that this lesson will focus on turning and get pupils to discuss what this means & write their thoughts on the whiteboard. Now introduce idea of a long wooden stick (there are some in the left corner of the PE cupboard to use as a visual aid!) going through body which must be turned around (like a kebab!!) For today explain that the stick will go down through the centre of our body from the top of our head. (Think of a horse on a merry-go-round.) Challenge pupils to experiment with how many ways they can turn their body around stick whilst standing on their feet. (This task only has limited possibilities, so not long is needed to experiment.) Discuss ‘vertical’ turning. Then use a pupil who has tried a turning jump to demo to class. Look at ¼, ½ & full turn jumps. Ask pupils to practise ¼ and ½ turn jumps to start and land on same spot. Give TP’s of starting with arms raised up straight by head and swinging them down and up again to lift body off floor. Explain importance of bending knees to take off and land safely and that when in air, arms should be raised up by head and body should be in a straight shape. Recap on ‘sticking’ the landing in sticky glue, so that feet land together and do not move. Remind children that ‘judges’ in gymnastics would deduct point for feet moving after landing. Give time to practise and then challenge children to attempt a full turn jump. Explain that they need to look at something on a wall (this is called spotting) and as they go into the jump, they need to whip their head around quickly to ‘spot’ the thing they were looking at on wall again and try to stick landing. Now ask pupils to lie down on mat in a long, thin shape with legs together and arms raised straight by head. Ask pupils to experiment with turning round that vertical axis. Recap on the log roll that they have learned in previous years (a stretched-out side roll going from a dish shape to an arch shape on the floor without bending body) and then teddy bear rolls when sitting up. (See pictures to explain at the end of this document.) Demo to pupils then pupils to practise on a shared mat, giving feedback to each other. Pupils to create a short sequence involving each of the 3 vertical turns (1/4 turn jump, ½ turn jump, full turn jump, log roll & teddy bear roll) and perform them on 3 different mats. Get pupils to link each turn on mats with travelling actions in between. Demo good ideas and practise to music.</p> <p><i>Some children may find the full turn jump and teddy bear roll more difficult to perform. They can concentrate on mastering the ½ turn jump. For the teddy bear roll, they can be supported if you kneel in front of them as they sit in straddle and lift one of their feet to ensure they first lean over onto the opposite side to the foot you’re holding, then push the foot away from you to cause them to roll over their back and scoop their other foot up and push it away from you too. They must stay in straddle the entire time for this to work.</i></p> <p><i>Some children can be challenged to attempt a double teddy bear roll during practise time: this involves 2 performers sitting back-to-back in straddle, confirming that one performer will roll to left and the other to the right and then performing the teddy bear roll so that they end up sitting back-to-back again but both facing the opposite direction. Some children can also be challenged to add a shape to their jumps when practising the ¼, ½ & full turn jumps. Children have already learned pike, straddle, straight, tuck and star jumps in previous years when jumping forward and backwards, so they can attempt these shapes whilst performing turning jumps.</i></p>	Music. Mats.	<p>How can you turn vertically? What is a teddy bear roll?</p> <p>Vocab: As lesson 1 + vertical, log roll, ½ turn, full turn, teddy bear roll.</p>
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3	To practise different ways to turn horizontally.	<p>All – understand horizontal turns. Most – can practise horizontal turns with some success. Some – perform more complex turns with control.</p>	<p>Recap on vertical turning from last lesson and get pupils to practise log roll, teddy bear roll, ¼, ½ & full turn jumps on mats. Now intro horizontal turning. Get pupils to imagine that ‘invisible’ wooden stick now being placed through their waist from side to side. Challenge pupils to find ways they can turn around the stick. Discuss then practise. Demo the forward roll. Give TPs:</p> <ul style="list-style-type: none"> - start in a tucked shape with hands & feet on floor (NO KNEES! – Do not allow knees to touch floor) - put ‘magic penny’ under chin (this helps keep head tucked in) - start to lift bottom up higher than head, so legs straighten slightly, keep hands flat on floor, keep head tucked in – don’t drop ‘magic penny’! - bend arms to lower head towards floor, making sure ‘magic penny’ is tightly squeezed so chin is on chest - as back of head touches mat, use feet to push off floor and roll forwards. <p>Practise. Also get pupils to use ‘magic pennies’ to place in between knees & ankles to encourage them to finish forward roll with knees and feet together.</p> <p>Then challenge pupils to try a free roll where pupils start standing in a straddle with feet wide apart and arms stretched out to side, then bend forwards slowly and go into a forward roll without using hands and bring feet back together to finish roll. Also get some more able pupils to try a forward roll to straddle where legs split open into a straddle in second half of forward roll and hands are placed on floor in between legs to help body up to standing. Also introduce backward rolls: Get pupils to squat in tuck on feet with hands on top of shoulders with palms facing ceiling. Pupils to then rock backwards onto their back, with legs bent up into chest and push hands into floor and return forwards back to squat starting position. Get them to practise this a few times, then challenge pupils to rock back quickly and this time, when hands touch floor, push into floor and allow bent legs to continue over head to roll backwards onto knees or feet. Challenge pupils to start this from a standing position and bend knees to go down quickly into backwards roll. (Note: Some pupils may also be able to practise handstand into forward roll, handstand into bridge or bridge into backwards kick-over – these are also horizontal turns.) Finally, recap sequence. Get pupils to select at least 2 vertical turns & at least 1 horizontal turn and start to perform these turns on different mats and start to link them with interesting and varied travel actions.</p> <p><i>Some children may need support with their horizontal rolls. For both forward and backward rolls, children can be assisted by practising on our equipment such as the barrel (forward rolls only), down a springboard with a mat on it, and down the large wedge. The incline on the springboard and the wedge helps children to gain the momentum to perform these rolls with more success. Once they have mastered these rolls using the equipment, they should be encouraged to practise on floor.</i></p> <p><i>Some children will already be able to perform forward and backward rolls to finish on feet, so they should be challenged with the free roll and forward roll to straddle. They can also attempt the backward roll to straddle where they perform the first half of the roll as m=normal, but then split legs open and straight to a straddle as they come over and land with feet apart and legs straight.</i></p>	Music. Mats.	<p>What do you need to remember when performing forward / backward rolls? Vocab: As for lessons 1 – 2+ horizontal, forward roll, backward roll.</p>
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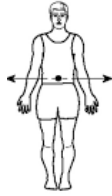
			<p><i>Some children can start to practise kicking over from a bridge with feet on a box top. If they can perform a handstand, then they could practise a 'tick-tock' using the red block. This is where they go into a handstand, but split their legs whilst upside down and touch one foot onto the block, then return to standing up.</i></p> 		
4 & 5	To practise different ways to turn vertically & horizontally off, over & sometimes along apparatus	<p>All – can safely turn when using apparatus. Most – can attempt to perform basic horizontal & vertical turns on, off & along apparatus. Some – will perform vertical & horizontal turns with control and quality & can perform along apparatus.</p>	<p>Place low apparatus around hall with mats besides them. Recap on the vertical & horizontal turns that pupils have learned about during the past few lessons. Discuss and give pupils time to practise them on mats only. Insist on quality and starting and finishing turns with a stretch and performing as neatly as possible. Introduce turning using apparatus & get pupils to practise ¼, ½ and full turn jumps off apparatus. Encourage pupils to not move feet on landing for 3 secs and stretch to finish. Challenge pupils to perform different shapes when jumping (straight, tuck, star). Then give a further challenge to see if pupils are able to try to perform their ¼ & ½ turn jumps to land on the same spot on the apparatus without coming off the apparatus. Then discuss how the log roll & teddy bear roll are difficult on apparatus, so we will not include these turns. Now practise horizontal turns: Firstly, try forward rolls off apparatus from knees or feet and then over apparatus from standing on floor. Some pupils may be able to progress to bridge kick overs by pushing up to a bridge from sitting on floor with feet on apparatus & hands on floor, then kicking over backwards. All pupils to then try vertical and horizontal turns along apparatus. (Put mats over benches for pupils to try forward & backward rolls along them.) Put together a sequence to include 2 vertical & 2 horizontal turns on both floor & different apparatus. Sequence must link together smoothly with gymnastic actions. Pupils to practise then demo any good ideas so far.</p> <p><i>(Adaptive activities are included within this lesson to assist children who may need help and to challenge more able performers)</i></p> <p><i>Some children may not be able to perform 2 horizontal turns yet, so they can just include 1 in their sequence preparation and should be given time to practise others, using supportive equipment as necessary.</i></p> <p><i>Some children should be encouraged to perform their turns on apparatus as this is more difficult and will challenge them further.</i></p>	<p>Music. Mats. Low apparatus. Hoops.</p>	<p>How many ways did you try to turn off and along apparatus?</p> <p>Vocab: As for lessons 1 - 3 + forward roll, handstand forward roll, bridge kick-over, walkover, along, over, off. apparatus, floor, safety, land, finish.</p>
6 & 7	To practise using front to back axis turns when using apparatus.	<p>All – can attempt horizontal turns off apparatus. Most – can practise front to back axis turns over apparatus.</p>	<p>Recap on the vertical & horizontal turns that pupils have practised on floor and when using apparatus in the last few lessons. Get pupils to name them and give them time to practise both vertical & horizontal turns / rolls with apparatus. Now introduce front to back axis. Discuss how the 'imaginary' wooden stick will go through the belly button from the front of the body to the back and that the turns are side to side. Give pupils some time to experiment on mats only and see what they come up with. Look for pupils who try cartwheels /bunny hops and get them to demonstrate. Look at cartwheels, round offs & bunny hops on floor then on / over apparatus where hands can be put on apparatus or onto floor on the other side of apparatus depending on ability. Challenge pupils to now put together a sequence to include a</p>	<p>Music. Mats. Low apparatus.</p>	<p>How did you practise turning using the front to back axis?</p> <p>Vocab: As for lesson 5+ front to back, bunny hop, cartwheel, round-off.</p>

		<p>Some – will practise turns with control and quality.</p>	<p>vertical, horizontal & front to back turns on different areas of floor & apparatus around the room. Their sequence should include up to 6 different turns and get them to link turns together smoothly by travelling using a variety of gymnastics actions in between each turn. Pupils to practise to music then demo any good sequences. Ask others to watch and give feedback on what was good and what could be done to improve it.</p> <p>Some children may find the cartwheel difficult to perform at first. They should be encouraged to practise the bunny hop over benches, trying to ‘paint a rainbow’ with their feet to try to get their feet as high above their head as possible as this will replicate the inverted position of the cartwheel. They can also practise a cartwheel on floor using 4 spots or 2 feet and 2 hands markers from the PE cupboard. These can be placed in a line in front the performer and are to be used one after the other using hand, hand, foot, foot. OR place 2 spots either side of a hoop. The spots indicate where the performer’s feet start and g=finish ad the hoop is where the hands are placed during the cartwheel. You can also support a cartwheel by holding the performer’s hips as they go into the cartwheel to help them get into and remain in an inverted position whilst practising.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Some children may be able to include more than 6 turns in their sequence and should be encouraged to use a variety of travel actions to link their turns.</p>		
8	<p>To create & perform a sequence with a partner showing vertical, horizontal & front to back turns on floor & apparatus.</p>	<p>All – can create a sequence with a partner to include 5 turns. Most – perform turns together at the same time. Some – can link more advanced turns using a variety of travelling actions.</p>	<p>Recap on creating a sequence to show all turns. Pupils to now put together a sequence with a partner. Pupils do not have to perform the same turns as their partner, but the turns must be performed together, at the same time and be around the same axis. Pupils must include at least 5 turns in their sequence and link turns with a variety of travelling actions, with no running or walking at all. Pupil to plan and discuss together, then begin practising their turns including a variation of off apparatus, over apparatus, along apparatus and turning on floor.</p> <p>Recap on all turns: forward roll, backward roll, ½ turn jump, full turn jump, teddy bear roll, dish to arch roll, bridge kick-over, walkover, bunny hop, cartwheel, round off & side roll. Also discuss ways to work with a partner, such as: side by side, following, back-to-back, facing, away from & back together.</p> <p>Some children may benefit from working with a more able partner to help them with the planning and recall of the actions included in their sequence. Some children may use more vertical turns than other axes.</p> <p>Some children can be encouraged to use more horizontal and front to back turns than vertical turns and to ensure they do not use repeated actions to link their turns.</p>	<p>Music. Mats. Low apparatus.</p>	<p>How did you and your partner decide which turns to perform? Which travelling actions did you use? Vocab: As for lessons 1-7+ partner, together, same, face to face, back to back, following, away from.</p>

Vertical axis



Horizontal axis



Front to back axis



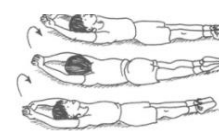
Teddy bear roll



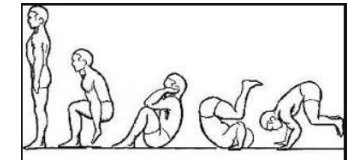
Forward roll



Log roll



Backward roll



Forward roll to straddle stand



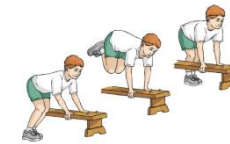
Bridge kickover



Handstand forward roll



Bunny hop



Cartwheel

