

Year 1 Gymnastics

## What have I learned before?

- How to take off and land.
- Understand space and use of space.
- Become increasingly confident in fundamental movements.

## Things I need to know:

- Magic chair = safely landing a jump from increasing height by bending knees to absorb impact and extending arms for balance.
- Watch and listen to others when they perform to show you value their effort.

## Vocabulary

<b>Balance</b>	he ability to maintain a controlled body position during performance.
<b>Tensed</b>	Tightening the muscles in your body.
<b>Relaxed</b>	Loosening the muscles in your body.
<b>Stretched</b>	Extending the limbs, lengthening and relaxing muscles to
<b>Curled</b>	To create a curved shape with parts of the body.
<b>Extension</b>	Straightening a joint.

## By the end of the topic we will be able to...

- Use vocabulary such as rolling, travelling, balancing and climbing.
- Recognise like action and link them together.
- Be able to land safely using the magic chair technique.

## Key Questions

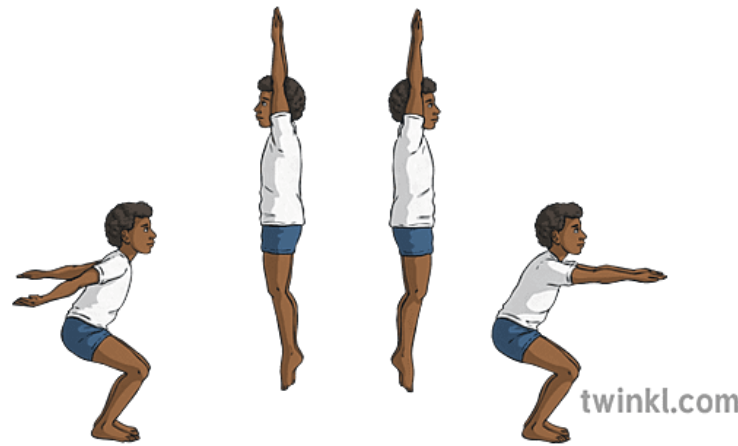
How many different travel actions can you think of?

How can you show good body tension?

How do we land safely?

## Key Skills

### Straight Jump



1. Stand in straight position
2. Bend knees and swing arms low, slightly behind the body.
3. Straighten knees and push off the ground.
4. Swing arms forward and upwards.
5. In the air show a nice straight shape: legs and arms straight, toes pointed.

Year 2 Gymnastics

## What have I learned before?

- Basic gymnastic actions showing control.
- Turns, twists, spins and linking movements.

## Things I need to know:

- Professional judging—individually, gymnast starts with a 10.0. Throughout the routine, the judges deduct points for mistakes in execution. Once the routine is over the final score is revealed.

## Vocabulary

Shape	Different shapes you can make with your body parts.
Sequence	Combining simple movement skills.
Pattern	Different movements like walking, bending, running.
Timing	Judging when to begin or end a movement.
Power	Ability to perform strength based movements quickly.
Judging	To have an opinion and decide about the quality of a performance after thinking carefully.

## By the end of the topic we will be able to...

- Explain how performers can transition and link elements.
- Perform with control and consistency with basic actions.
- Create and perform a simple sequence.

## Key Questions

Can you name 3 elements of a sequence that can be judged?

How could you show different levels in a sequence?

How can you make your routine interesting for the audience?

## Key Skills

### Demonstrating flexibility

- Always make sure you are warmed up.
- Never force anyone into a flexible shape.
- Hold flexible shapes still for 3 seconds.



### Linking Movements

- Do not take any extra steps between actions or elements.
- Move smoothly in and out of each movement.
- Choose different elements to include in your sequence.
- Show different levels
- Show different shapes
- Show different speeds.

Year 3 Gymnastics

## What have I learned before?

- How to use our core strength to link elements.
- Use rhythm while performing a sequence.

## Things I need to know:

- Unison is a performance by two or more people to complete a gymnastic action such as a roll at the same time or hold a balance.
- Know why strength and flexibility are important in maintaining a healthy and active lifestyle.

## Vocabulary

Contrasting actions/	Two movements that are different to each other such as a jump and a
Balance	A position that can be held for a period of time.
Sequence	A set of movements or actions put together to be performed.
Unison	Movements in unison are performed at the same time with a partner/
Roll	An action where your body rotates fully and is usually done in contact with the ground.
Flexibility	The range of motion that a joint or series of joints have.
Control	Performing skills safely and with little excess movement.

## By the end of the topic we will be able to...

- Perform a range of balances with control such as straddle, pike and shoulder stand.
- Perform a range of rolls safely and with control such as log roll, teddy bear roll, over the shoulder roll etc.
- Show control when jumping for height and distance.

## Key Questions

Can you give examples of contrasting actions in gymnastics?

How can you improve the look of your rolls when performing them?

What does the term unison mean in gymnastics?

Why would I want to include a range of contrasting actions in a sequence?

Could you adapt any of your sequences to include apparatus?

## Key Skills

### Pike



### Over the shoulder roll



- The pike is a balance which can be held for a period of time.
- Sit on the floor with your legs stretched straight out in front of you.
- Stretch your arms above your head.
- Show good body tension throughout your whole body when holding the balance.
- Start in a standing position.
- Bend your knees and lower yourself to a crouching position.
- Balance on your toes and place your hands on your shoulders with your palms facing upwards.
- Rock back onto your bottom then shoulders.
- Place your hands on the floor and push to create space to go over your shoulder.
- Land on your knees.

Year 4 Gymnastics

## What have I learned before?

- Perform skills with consistency.
- Perform in time with a partner and group.
- Use compositional ideas in sequences.

## Things I need to know:

- Taking weights on hands = handstands, frog leaps, donkey kicks, walking on hands, front support, back support, bridge, side support.
- Identify 'core' muscles and use them to improve the quality of shapes and actions.

## Vocabulary

Speed	How quickly or slowly a movement is performed.
Direction	The way a person is facing when performing an action.
Compositional	The different types of movements that can be put together to make a sequence/routine such as speed, direction, levels etc.
Refine	Make minor changes to improve your performance in an action or sequence.
Body tension	Having a feeling that your body is tight when holding a position or balance.
Levels	Changing the height of a movement in a sequence.

## By the end of the topic we will be able to...

- Include a change of speed and direction when working in a controlled way.
- Perform movements which involve taking weight on my hands such as a cartwheel or a vault.
- Create routines which contain a variety of balances, shapes, rolls and jumps and changes of speed and direction.

## Key Questions

How many compositional ideas can you name?

Why is it important to include changes in speed, direction and levels to a sequence?

What do I need to consider when taking weight on my hands?

How can we ensure that a sequence that we create flows?

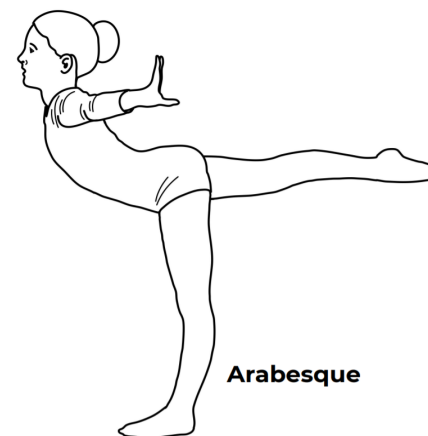
How can we improve our own and others performance?

## Key Skills

### Cartwheel/Talking Weight on Hands



### Arabesque



Arabesque

- Place hands flat on the floor or apparatus
- Aim to get your shoulders directly above your hands.
- Keep your feet/knees tucked in.
- Lift your hips as high as possible and aim to get your hands, shoulders and hips in line.
- Keep one foot flat on the floor and pick the other foot up.
- Try to keep your leg parallel to the floor.
- Stretch your arms out to each side of your body.
- Keep good body tension throughout the balance.



Year 5 Gymnastics**What have I learned before?**

- Improve sequences and individual actions.
- Work in groups and aim to perform action in time with others.
- Make changes to sequences using compositional ideas.

**Things I need to know:**

A counterbalance is created when one weight balances another. The counterbalance allows a person to stay balanced even when their centre of gravity moves. With a partner, counterbalance can be created by pulling/holding or pushing.

**Vocabulary**

<b>Aesthetics</b>	How a movement or sequence looks.
<b>Counter balance</b>	A balance which involves one weight being balanced by another.
<b>Symmetrical</b>	Having the shape you are performing looking the same on both sides of your body.
<b>Asymmetrical</b>	The shape you are performing not being the same on both sides of the body.
<b>Travel</b>	Covering ground when performing a sequence e.g. a roll or jump for distance.
<b>Transitions</b>	The way that you go from one movement to another.

**By the end of the topic we will be able to...**

- Perform more complex movements which involve taking weight on my hands e.g. a round off.
- Work with a partner to perform a range of counter balances.
- Use smooth and appropriate transitions between balances and shapes.
- Develop symmetry in routines individually, in pairs and in a group.

## Key Questions

What are the differences between symmetrical and asymmetrical shapes?

What are the key points when performing a counter balance?

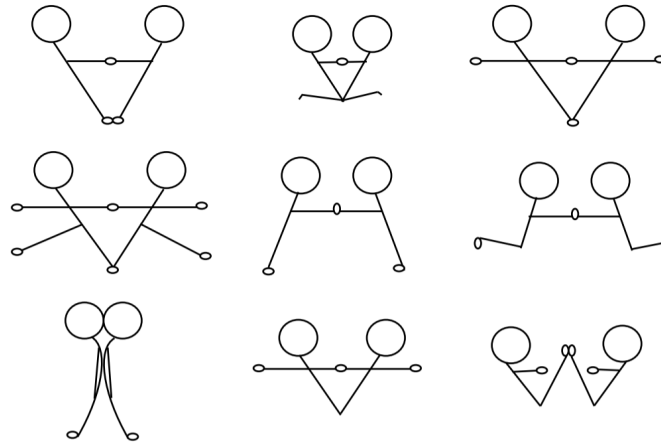
Why is communication important when performing a counter balance?

How can you make your balances look aesthetically pleasing?

Why is it important to have smooth transitions between movements or balances?

## Key Skills

### Counterbalance ideas



- Keep your bodies tense for a counter balance to be successful.
- Limbs, back and torso should be straight and at full extension.
- Move slowly in and out of a balance.
- Start with wider bases to make balances easier.
- Communicate with your partner so that you know when to move.



**Counter balance grip**

Year 6 Gymnastics**What have I learned before?**

- Creating longer and more complex sequences and adapted performances.
- Developing symmetry.
- Comparing performances and judge strengths and areas for improvement.

**Things I need to know:**

- The box is an artistic gymnastics apparatus which gymnasts perform on, as well as the skill performed using that apparatus. Vaulting is also the action of performing a vault. Both male and female gymnasts perform the vault.

**Vocabulary**

<b>Vault</b>	A movement where a person leaps over a piece of equipment.
<b>Dismount</b>	The way a gymnast gets off a piece of equipment.
<b>Cannon</b>	When an activity is performed by a pair or a group but is per-
<b>Flight</b>	A movement in gymnastics where none of your body weight is on
<b>Starting and finishing position</b>	The position that a gymnast takes up to start and finish a routine.
<b>Landing</b>	The movement a gymnast performs when hitting the ground after being in the air.

**By the end of the topic we will be able to...**

- Use flight to access and dismount higher apparatus in a controlled way.
- Use different elements of flight within a routine e.g. tuck jump, star jump etc.
- Combine my work with others to create more complex sequences.
- Link my sequences to specific timings in pairs or in groups.

## Key Questions

What is needed to achieve success in flight to high apparatus?

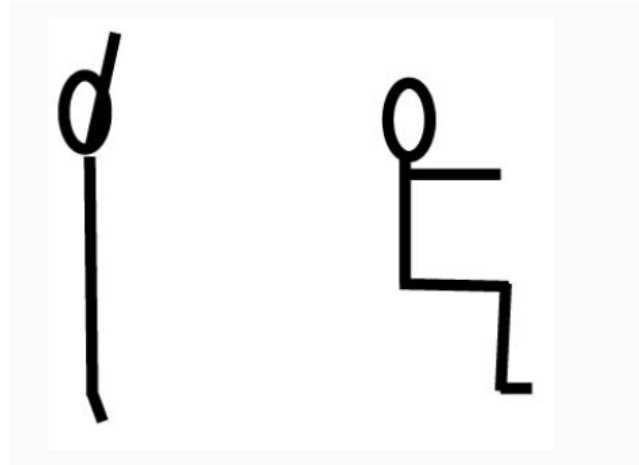
How does the magic chair landing help to prevent injuries?

What does the term cannon mean in gymnastics?

Can you think of movements that would be better to perform in unison rather than cannon?

## Key Skills

### Magic chair landing



### Flight to high apparatus



- When dismounting a piece of equipment, aim to land with your legs bent as if you were sitting in a chair.
- Extend your arms to help you balance and avoid falling back.
- Try to hold this position for a short period of time to ensure you are controlled in your landing.
- Place your hands on to the apparatus.
- Jump and push down onto the apparatus with your hands, forcing your feet in the air.
- Slide your legs underneath your body to land either on your knees or feet.