



YEAR 4

Gymnastics

Scheme of Work

Introduction

As in all units, pupils develop physical, social, emotional and thinking whole child objectives.

In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

Key Skills

- Physical: individual and partner balances
- Physical: jumps using rotation
- Physical: straight roll
- Physical: barrel roll
- Physical: forward roll
- Physical: straddle roll
- Physical: bridge
- Physical: shoulder stand
- Social: responsibility
- Social: collaboration
- Social: communication
- Social: respect
- Emotional: confidence
- Thinking: observing and providing feedback
- Thinking: selecting and applying actions
- Thinking: evaluating and improving sequences

Learning Objective

LESSON 1	To develop individual and partner balances.
LESSON 2	To develop control in performing and landing rotation jumps.
LESSON 3	To develop the straight, barrel, forward and straddle roll.
LESSON 4	To develop the straight, barrel, forward and straddle roll.
LESSON 5	To develop strength in inverted movements.
LESSON 6	To be able to create a partner sequence to include apparatus.

Assessment Criteria

YEAR 4

- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can identify some muscle groups used in gymnastic activities.
- I can plan and perform sequences with a partner that include a change of level and shape.
- I can provide feedback using appropriate language relating to the lesson.
- I can safely perform balances individually and with a partner.
- I can watch, describe and suggest possible improvements to others' performances and my own.
- I understand how body tension can improve the control and quality of my movements.

Links to the National Curriculum

ENGLISH

- Learning of key vocabulary - extension, body tension, momentum, inversion, pathways
- Understand and safely follow instructions
- Structuring and providing feedback to others

MATHS

- Learning degrees of rotation through jumps
- Creating an understanding of inversion through shoulder stands and bridges

Health and Safety

For gymnastic activities, pupils should remove shoes and socks. Please refer to the gymnastic guidelines in the 'awesome stuff' area for further information on: 'Safely Moving Apparatus,' 'Safely Using Apparatus,' 'Safety in Partner Balances,' and 'Rolls'. In all gymnastics lessons, teachers should deliver what they feel confident and competent to teach and additional professional learning is advised as student level of skill and challenge increases.

Gymnastics, Year 4, L1

Learning Objective To develop individual and partner balances.

Whole Child Objectives

Social: To work safely when learning a skill.

Emotional: To be confident to perform in front of others.

Thinking: To identify what makes a good balance and use this to help me improve my balances.

Success Criteria

- Strong body tension will help you to hold balances with increased control.

Equipment Mats x 15 , Partner Balances (PDF) , Safety in partner and group balances (PDF)

10 Mins Warm Up and Introduction

Teacher note: ask the pupils to remove their shoes and socks when participating in lessons. Only deliver what you feel confident and competent to teach. Additional professional learning is advised as the level of skill and challenge for pupils increases.

Put the mats out:

Pupils need one mat between two.

Teacher note: please see guidelines in resource bank on safely moving apparatus

Traffic lights:

Ask the pupils to stand in a space off the mats. Pupils respond to the following instructions:

- green - jog around weaving in and out of the mats
Soft knees and landing. Should not be able to hear them.
- amber - straight jump on the spot
Pointed toes and soft landing.
- red - hold a 5 second balance
Make it interesting by using different body parts to balance on and different levels.
- zebra crossing - make a dish shape on a mat
Hands and feet together off the mat. Squeeze your abdominals (stomach muscles) and glutes (muscles in your bottom) to help you to lift.



- car - sit in a tuck shape



30 Mins Skill Development

Body tension:

Discuss the key teaching points that make a good and interesting balance.

Hold your balance for 5 seconds. Create an interesting shape. Show extension of body parts. Use strong body tension.

So that pupils can experience the feeling of creating body tension they practise the following leg tension activity. In pairs, one pupil sits in a pike position, the other pupil tries to push their partner's legs apart by holding onto their calves. The pupil sitting in pike must squeeze their legs and bottom (hamstrings, quads, calves and glutes) to try to prevent this from happening. 5 seconds and then change over.

Then, pupils sit in a straddle position and their partner has to try to push their legs together. The pupil sitting in straddle squeezes their muscles to try to prevent this from happening. 5 seconds then change over.

Squeeze your muscles to stay strong and balanced in the shape.

Safety of partner balances:

Discuss the safety of partner balances and the importance of having good body tension when supporting/or being supported by a partner.

- (a) Show pupils a wrist grip. Explain this grip will give them the most support when holding hands/arms.



- (b) Pupils should only balance on their partner where there is a base for support underneath.
 (c) Do not jump on or off someone else.

Partner balances:

Ask the pupils to explore and create partner balances.

Discuss what you are going to do before attempting the balance. Move slowly into and out of the balance.

Make this easier by giving the pupils the resource cards 'Partner Balances' to help with ideas.

Sequence building:

Ask the pupils to create a short sequence that includes two partner balances and one individual balance. Ask the pupils to start and finish their sequence standing in a straight shape. Pupils will need to consider where on their mat they want to start in relation to their partner and the order that they choose to put their balances in so that they flow from one to the next.

Use body tension to hold strong shapes. Hold each balance for 5 seconds. Make the balances look interesting by using different levels (high, medium and low) and different body parts to balance on.

Make this harder by linking the balances together using travelling actions such as rolls, jumps and turns.

Performance:

Invite the pupils to perform with half the class watching and half performing. Rotate to allow the other half to perform.

Talk to the pupils about the importance of being respectful whilst watching others perform. To sit still and quietly and clap at the end.

Question the pupils on what they liked about the performances, what they think they could do to improve.

Encourage the pupils to use gymnastic terminology to help structure their feedback e.g. use of levels, body tension, shapes etc.

5 Mins Plenary

Ask the pupils the impact body tension has on the quality of a balance. What else makes a quality balance? Can they recall the key safety points of partner balances. Which muscle groups helped you to have good body tension? E.g. abs, glutes, hamstrings, quads, calves, biceps, triceps.

Gymnastics, Year 4, L2

Learning Objective To develop control in performing and landing rotation jumps.

Whole Child Objectives

Social: To work safely with and around others.

Emotional: To try my best in the tasks I am set.

Thinking: To observe others and provide feedback on their performances.

Success Criteria

- Bend your knees when landing.
- Land using a landing position with arms straight ahead.
- Look forward to help maintain balance.

Equipment Base stations x 15 , Mats x 15 , Basic Shapes (PDF) , Straight Jump (Video) , Agility table , Benches

10 Mins Warm Up and Introduction

Teacher note: ask the pupils to remove their shoes and socks when participating in lessons. Only deliver what you feel confident and competent to teach. Additional professional learning is advised as the level of skill and challenge for pupils increases.

Put the mats out:

Pupils need one mat between two. *Teacher note: see guidelines in resource bank on safely moving apparatus.*

Gymnastic shapes:

Recap on the basic gymnastics shapes with the pupils. *Teacher note: see resource card 'Basic Shapes'.*

Hold each shape for 5 seconds with good posture. Use muscles in your stomach (abs) and back to help you with good posture.

Around the world:

Pupils jog around the outside of their mat, when the teacher says 'change' they must change direction. When the teacher calls the name of a shape, pupils quickly move to perform that shape on their mat.

Change the travelling action to side stepping, jumping and then hopping. Question the pupils on how they feel after warming up? What effect does doing exercise have on their body? Why?

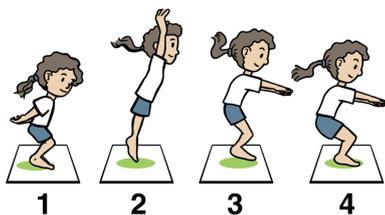
30 Mins Skill Development

Jump and land:

In pairs on one mat. Give each pair a base station. Pupils take turns to attempt jumping and landing on the base station, landing in a landing position.

Teacher note: landing should be as quiet as possible. Land on both feet.

Knees bent when jumping and landing. Land on toes then heels. Head up to prevent over-rotation. Arms out in front at shoulder height. Squeeze glutes and abs to help you to balance.



Rotation jumps:

In pairs. Pupils take turns to jump and land on the base station using the following rotations. Pupils use a straight jump when jumping with rotation.

Hands start by side. Move arms forwards and up, in line with ears, palms facing forwards. Legs together. Toes pointed.

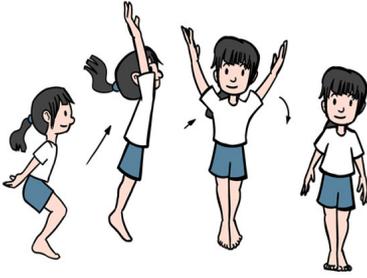
Partner watches and awards points for:

- landing on the spot without wobbling or taking an extra step
- landing in a landing position
- completing the rotation

a) Quarter turn:

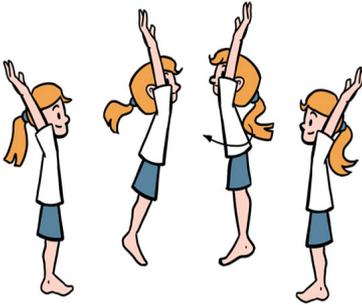
Teacher or pupil to demonstrate a quarter turn. Pupils to copy. How many degrees is a quarter turn?

Land feet together. Look forwards. Bend knees on landing.

**b) Half turn:**

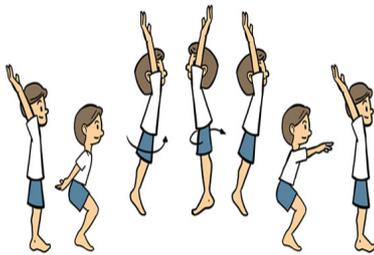
Land facing the opposite way. Land toes first. Keep eyes looking forwards.

Make this easier by performing the skill from a bench. The bench will allow pupils more time to rotate in the air.

**c) Full turn:**

Turn your head around quickly. Bend knees on landing.

Make this easier by connecting two half turn jumps in quick succession.

**Jumping from height:**

Teacher note: ask the pupils to sit in the middle of the hall. Select some pupils to help you move benches or agility tables around the hall. Place a mat in front of each bench/table. For safety, only two pupils jump off the bench at a time and one off an agility table. Pupils must be off the mat before the next pupil jumps. Please see guidelines on safely moving apparatus in the Awesome Stuff folder.

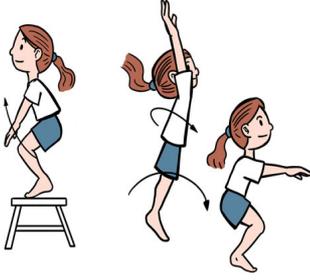
Pupils line up in threes with two groups of three at each bench. One pupil from each group jumps at a time then moves to stand at the end of the mats to provide feedback to the next jumper.

(a) Straight jump:

Hands start by side. Move arms forwards and up, in line with ears, palms facing forwards. Legs together. Toes pointed.

(b) Half turn:

Start facing backwards. Jump to land facing forwards. Look straight ahead.

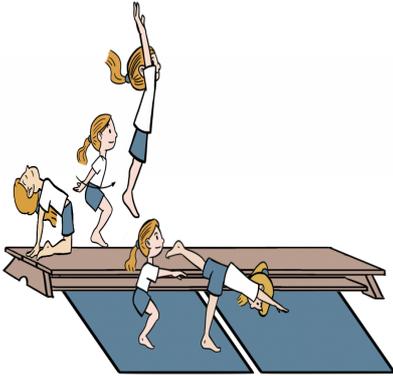
**(c) Full turn:**

Start in a straight shape. Hands at side, feet together. Whip your head around. Bend your knees on landing. Land in the landing position with arms straight out in front.

Balance, jump, balance sequence:

(a) Show the pupils a sequence that includes a balance on the bench, a jump off the bench and another balance on the mat. Ask the pupils to copy.

Hold your balance with strong body tension for 5 seconds. Land safely in a landing position with knees bent and arms extended.



(b) Can they create their own?

Encourage the pupils to use a variety of levels in their balances.

Make this harder by asking the pupils to create their sequence with a partner, matching each others actions.

5 Plenary

Mins

Ask the pupils how to land safely and with control? Can they describe the landing position? What muscle groups helped them to land in a balanced manner? How did they decide on which balances and jumps to link together?

Gymnastics, Year 4, L3

Learning Objective To develop the straight, barrel, forward and straddle roll.

Whole Child Objectives

Social: To be kind when structuring my feedback.
Emotional: To be confident to receive feedback.
Thinking: To plan and create sequences.

Success Criteria

- Keep good body tension throughout your roll.

Equipment Mats x 15 , Rolls (PDF) , Straddle roll (Video) , Straight Roll (Video) , Foam wedge , Springboard

10 Mins Warm Up and Introduction

Teacher note: ask the pupils to remove their shoes and socks when participating in lessons. Only deliver what you feel confident and competent to teach. Additional professional learning is advised as the level of skill and challenge for pupils increases.

Put the mats out:

Pupils need one mat between two.

Teacher note: please see guidelines in resource bank on safely moving apparatus.

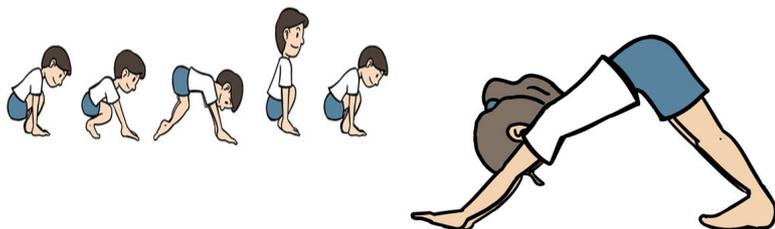
Stuck in the mud:

Select three pupils to be the taggers. All pupils must travel around the teaching area using bunny hops. If touched by a tagger, pupils must hold a downdog position until 'released' by someone tapping them on the shoulder.

After a few minutes select three new taggers. Change the travelling action to hopping.

Encourage the pupils to move their hands then their feet when bunny hopping. Squeeze muscles in your arms to help you to maintain the position.

Make this harder by asking the pupils to hold their downdog on a mat. They can re-join the game when another pupil travels underneath them.



30 Mins Skill Development

Organisation:

In pairs, pupils work two to one mat. Pupils sit one behind the other off the mat and take turns to practise each roll. Teach each of the rolls separately, allowing pupils time to practise each before moving on to the next. After a few minutes, bring all pupils together and go through the teaching points of the next roll.

Ask the pupils to watch their partner as they are performing their rolls and provide them with feedback after each.

Ensure pupils sit a safe distance from their partner when they are practising their roll.

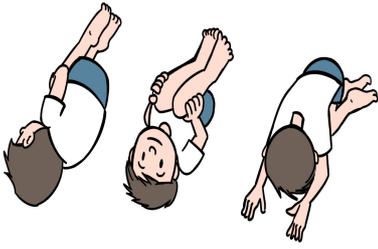
Straight roll:

Start in a dish shape, lying on your back with your arms above your head and legs straight and together. Roll onto your stomach into an arch shape so that there is a slight bend in the back with arms and legs still straight. Only your stomach and back touch the mat during this roll, squeeze abs and glutes to help you to do this.



Barrel roll:

Start on shins, with hands and elbows flat on the floor. Chest to thighs, in a tucked position. Remain in a tucked position throughout the roll. Make this harder by asking the pupils to open out into a dish shape halfway through the roll, then back into the barrel roll.

**Forward roll:**

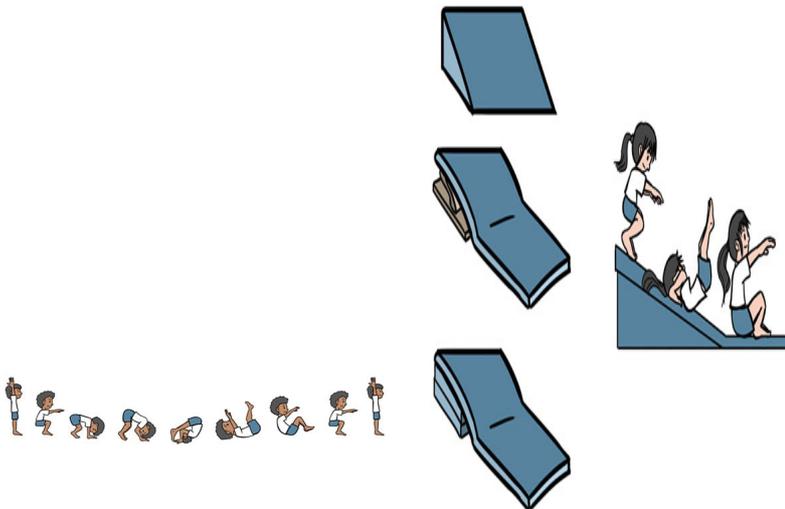
Gather pupils around a central mat and teach them a forward roll. You could use a pupil to demonstrate or the video resource.

Start in a straight position. Move to a tuck position, knees together, feet on the floor, hands flat on the floor either side of your knees (not inside the knees as this will prevent pupils from getting enough momentum to roll). Tuck your chin to your chest. Lift your hips and bottom high, power comes from your legs (quads, hamstrings and calves), shoulder blades should touch the floor first. Pupils should aim to finish standing up.

Make this easier by using either a springboard covered with mats or triangular wedge soft play equipment for the pupils to roll down.

Make this harder by asking the pupils to forward roll to a standing position without using their hands to push them up.

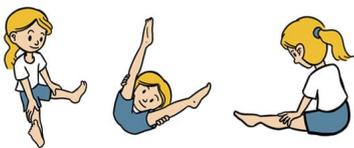
Teacher note: you could ask all the least confident pupils to take turns at a mat that you supervise.

**Straddle roll:**

Start in a straddle position with your hands resting on shins. Body tension is important to help you remain in this position throughout the roll, squeeze your glutes. Roll onto your side first, touching one shoulder to the floor, followed by the top of the back and then the other shoulder before sitting back up. Aim to turn 180° in one roll.

Make this harder by asking the pupils can they sit back to back with their partner and perform the straddle roll at the same time?

Teacher note: a common error is that pupils will roll backwards first. Remind the pupils to roll sideways first.

**Sequence building:**

Ask the pupils to create a sequence that includes the following actions. Pupils will need to take it in turns with their partner to use the mat. Whilst they are waiting they need to be planning their sequence in their head.

- two rolls
- one balance

Hold the balances for 5 seconds.

- one jump

Land in the landing position, squeeze legs in your muscles to balance.

Improve the sequence by changing the direction and level of the movements. Consider the shapes you can use to improve your sequence e.g. adding a shape to your jump or including shapes in your rolls where possible.

Make this easier by asking the pupils to link just three rolls together.

Make this harder by asking the pupils to create the sequence with their partner.

5 Plenary

Mins

Ask the pupils to recap on the teaching points of the different rolls. What two shapes are used in a straight roll? What helps you to get momentum in a forward roll? *Teacher note: lifting your hips will help you to get momentum in a forward roll.*

Ask the pupils to reflect on the effectiveness of the feedback they provided today. Were they able to focus on their partner's technique and provide them with feedback that helped them to improve? Invite pupils to share examples and highlight the importance of supporting their peers and helping others to learn.

Gymnastics, Year 4, L4

Learning Objective To develop the straight, barrel, forward and straddle roll.

Whole Child Objectives

Social: To work safely with and around others.

Emotional: To persevere when developing a skill.

Thinking: To understand what momentum is and how it helps me to roll.

Success Criteria

- Think where the momentum is coming from for each roll and remember to use it e.g. legs in a forward roll and stomach in a straddle roll.

Equipment Agility table , Benches , Mats x 10 , Springboard , Straddle roll (Video)

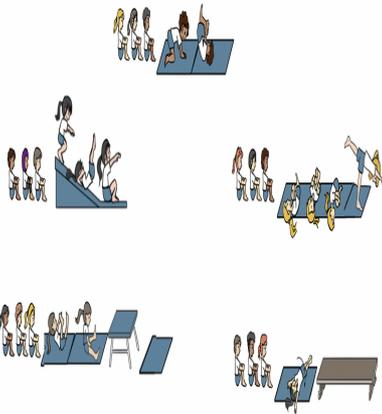
10 Mins Warm Up and Introduction

Teacher note: ask the pupils to remove their shoes and socks when participating in lessons. Only deliver what you feel confident and competent to teach. Additional professional learning is advised as the level of skill and challenge for pupils increases.

Put the apparatus out:

See an example layout below.

Teacher note: please see guidelines in resource bank on safely moving apparatus.



On the spot:

Ask the pupils to stand in a space not on the apparatus. Ask the pupils to begin jogging on the spot. Then ask them to complete the following actions.

- 10 x star jumps
- 10 x touch the floor and jump
- 10 x high knees

Repeat this three times.

30 Mins Skill Development

Rolling stations:

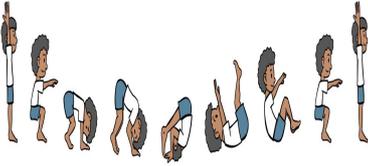
Split the pupils into five groups with each group sitting in a line behind one of the five stations. Pupils will spend four minutes at each station. Taking it in turns to complete the task at each. Before each rotation invite a pupil to demonstrate their performance at the station they were working at.

Encourage the pupils to work sensibly and safely at each station. Move and land with control. Do not begin until the area in front of you is clear.

Station 1: Forward roll along a flat mat.

Start in a straight position. Move to a tuck position, knees together, feet on the floor, hands flat on the floor either side of knees (not inside knees as this will prevent pupils from getting enough momentum to roll). Tuck your chin to your chest. Lift your hips and bottom high, power comes from your legs (quads, hamstrings, calves). Shoulder blades should touch the floor first. Pupils should aim to finish standing up.

Make this harder by finishing the roll in a straddle stand.



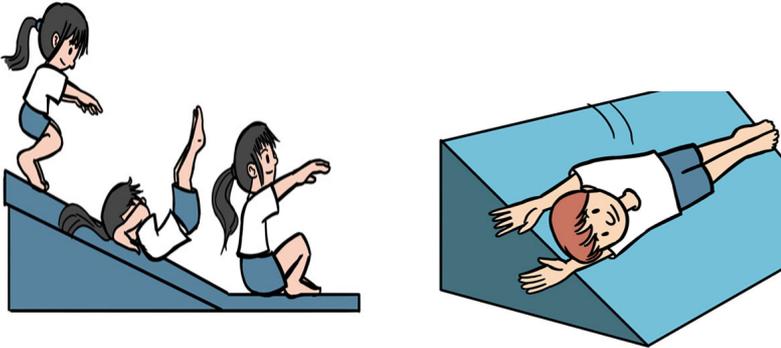
Station 2: Forward roll down a slope.

Using a slope. Forward roll down the slope and finish standing in a straight shape.

Make this harder by completing a backward roll down the slope.

Make this easier by straight rolling down the slope.

Teacher note: create a slope by layering mats one on top of the other, laying mats over a springboard or using a soft play wedge.



Station 3: Straddle roll and jump.

Pupils perform a straddle roll then climb up and jump off the agility table.

Start in a straddle position with hands resting on shins facing your queue of pupils. Remain in a straddle position throughout the roll. Roll onto side first, touching one shoulder to the floor, followed by top of the back and then the other shoulder before sitting back up. Aim to turn 180° in one roll to finish facing the agility table.

Make this harder by completing a shape jump from the agility table.

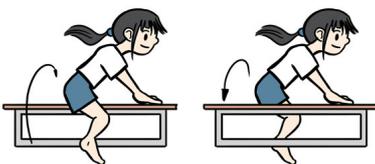
Teacher note: common error is that pupils will roll backwards first. Remind pupils to roll sideways first.



Station 4: A straight roll followed by bunny hops over the bench.

Body tension throughout. Start in an arch shape, lying on front with arms above head and legs straight and together, back arched. Roll onto back into a dish shape, so that there is a slight bend at the waist with arms and legs still straight. Squeeze abs and glutes to maintain lift.

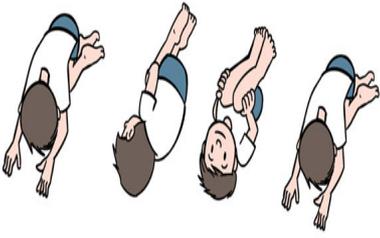
Make this harder by holding a front support half way along the mat then continuing with the roll.



Station 5: Barrel roll to balance.

Pupils barrel roll along a flat mat and then perform a balance of their choice.

Start on shins with hands flat on the floor. Chest to thighs, in a tucked position. Remain in a tucked position throughout the roll. Hold the balance for 5 seconds.



5 Plenary

Mins

Question the pupils on the teaching points for different rolls. Ask the pupils why momentum is important. *Teacher note: to be able to roll fluently.*

Ask the pupils to identify someone in their group who was able to perform an action or sequence of actions with control. Can they share their thoughts.

Gymnastics, Year 4, L5

Learning Objective To develop strength in inverted movements.

Whole Child Objectives

Social: To work with a partner to create and perform a sequence.

Emotional: To try my best.

Thinking: To understand that gymnastics helps to develop strength and flexibility.

Success Criteria

- Use body tension to improve the control of your movements.

Equipment Mats x 15 , Bridge (PDF) , Bridge (Video) , Shoulder stand (Video) , Shoulder Stand (PDF)

10 Mins Warm Up and Introduction

Teacher note: ask the pupils to remove their shoes and socks when participating in lessons. Only deliver what you feel confident and competent to teach. Additional professional learning is advised as the level of skill and challenge for pupils increases.

Put the mats out:

Pupils need one mat between two.

Teacher note: please see guidelines in the resource bank on safely moving apparatus.

Snickerdoodle:

Tell the pupils that snickerdoodles have invaded the planet. All pupils begin standing apart from two. Two pupils begin in a crab position on their hands and feet with their stomach facing upwards, bottom off the floor and can only move around in this position. They are the snickerdoodles who try to catch the other pupils by tagging them. All pupils standing can only walk to move. If they run, jump or make a noise they turn into a snickerdoodle also.

Encourage the snickerdoodles to work together to catch the others. Squeeze abs and glutes to keep your bottom lifted.



What is an inverted movement?

Explain to pupils that an inverted movement is an action where your hips go above your head. Ask the pupils if they can give you an example of an inverted movement.

Teacher note: shoulder stand, handstand, headstand, cartwheel, bridge.

30 Mins Skill Development

Shoulder stand:

Gather all the pupils around a central mat. Use a pupil to demonstrate a shoulder stand or show them the video resource. Give the pupils time to practise the shoulder stand on their own mat. Ask the pupils to help provide feedback to each other using the teaching points given.

Curl your torso and bring your knees in toward your face. Lift your hips upwards. Bend your elbows and place your hands on your lower back with your fingertips pointing up toward the ceiling. Keep your elbows on the ground, shoulder width apart. Squeeze muscles in your core.

Make this harder by creating different shapes with your legs e.g. straddle, split, triangle with feet together.



Bridge:

Gather the pupils around a central mat to demonstrate a bridge or show them the video resource.

Progression 1: Supported bridge. Give the pupils time to practise and ask the pupils to help each other using the teaching points given.

Lie on your back with the soles of your feet on the floor. Push your hips upwards, keep your knees in line with your hips. Squeeze glutes to help you lift.



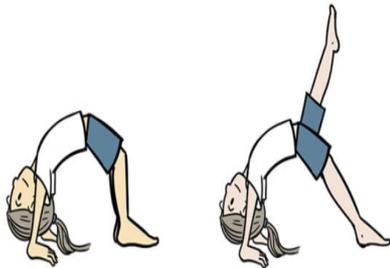
Progression 2: Full bridge. Give the pupils time to practise and ask the pupils to help each other using the teaching points given.

Lie on your back, place your hands on the floor above your shoulders, fingertips pointing towards your shoulders. Soles of your feet flat on the floor. Push your hips up and extend your arms.



Progression 3: Full bridge, legs extended.

Make this harder by straightening your legs and placing your feet together. Push through the shoulders to hold the position. Can you lift one leg?



Sequence building:

Ask the pupils to work with their partner to create a sequence that includes one roll, one jump and an inverted movement. They do not have to use the same inverted movement as each other.

Hold the inverted movement for 5 seconds. Squeeze your muscles, strong body tension. Remember to start and finish your sequence with starting and finishing positions.

Make this easier by including a progression of an inverted movement instead of the complete action.

Show another pair:

Ask the pupils to perform their sequence to another pair. Ask them to provide feedback to each other on their performances. Did they show strength when holding the inverted movement? Was there a clear start and finish position? Did they make good use of their space?

Teach the pupils how to feedback in a positive and constructive way.

5 Mins Plenary

Ask the pupils, what muscles were they using in their inverted movements? Identify that gymnastics is a good activity to help develop strength as well as flexibility. Can they identify when they needed to stretch their muscles and when they needed to use their strength? Strength and flexibility are useful in everyday life. Can they think of any everyday activities that requires strength and flexibility? Ask the pupils 'Who was provided with helpful feedback from a classmate today? What were they told and by whom?'

Gymnastics, Year 4, L6

Learning Objective To be able to create a partner sequence to include apparatus.

Whole Child Objectives

Social: To discuss, plan and create a partner sequence.

Emotional: To be confident to perform in front of others.

Thinking: To observe others and provide feedback on their performances.

Success Criteria

- Make the performance interesting by using different shapes, levels and pathways.
- Use a starting and finishing position.

Equipment Mats x 10 , Apparatus Set Ups KS2 (PDF) , Agility trestle , Benches , Climbing frame , Foam wedge , Springboard

10 Mins Warm Up and Introduction

Teacher note: ask the pupils to remove their shoes and socks when participating in lessons. Only deliver what you feel confident and competent to teach. Additional professional learning is advised as the level of skill and challenge for pupils increases.

Set up the apparatus:

Sit the pupils around the outside of the hall and select pupils to help set up six different stations.

Teacher note: please see guidelines in *Awesome Stuff on safely moving apparatus*. See resource card 'Apparatus Set Ups' for ideas on station set ups.

Copy me:

Pupils stand in their own space and jog on the spot. When the teacher calls different instructions pupils quickly complete the shapes.

Change the movement action in between shapes to actions that can be completed on the spot e.g. jumping on the spot, high knees, heel flicks, star jumps etc.

Keep a steady breath throughout the warm up.

Make this harder by allowing a selected pupil to lead the warm up.

Make this easier by showing the pupils the shapes each time.



pike



straddle



tuck



front support



back support

30 Mins Skill Development

Safety of using apparatus:

Discuss how to safely use apparatus.

Teacher note: see guidelines in the Awesome Stuff folder on safely using apparatus.

Creating a partner sequence:

In pairs, sit pupils at one of the six stations. They will work with their partner to create a partner sequence using the station given to them. Pupils discuss with their partner what actions they think will work well on different areas of their apparatus. The sequence must include at least one of each of the following:

- jump
- roll
- individual balance
- partner balance
- inverted movement
- travelling movements e.g. slide, spin, step

Teacher note: write these actions up on flipchart paper for the pupils to refer to throughout the lesson.

Discuss what pupils can do to make their sequences interesting.

Change the direction, level and pathway. Encourage the pupils to use all areas of the station including the mats around it.

Make this harder by giving the pupils more challenging apparatus or specifying a set number of actions to be used.

Peer assessment:

Link pairs together. Groups take it in turns to perform to each other. They then provide feedback on the performance they have seen. Ask the pupils observing to consider if the performance included all the required actions. Did the actions flow? What else could the pair do to make their sequence look more interesting? Did they have a starting and finishing position?

Teacher note: pupils could encourage other pupils to use different levels, different directions, hold their balances for longer.

Using feedback:

Once both pairs have performed and received feedback, give them time to make changes to their sequences.

Reflect on the feedback provided and discuss how to make improvements to the performance.

End performance:

Pupils perform their sequences, half the class perform and half watch, then switch over.

Encourage the pupils to use gymnastic terminology to help them structure their feedback e.g. actions, inverted movements, shapes, levels, directions.

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Ask the pupils to give you an example of which movements they linked together to help their sequence flow e.g. a low travelling movement into a low balance.

Ask the pupils to reflect on the feedback they were given. Can they share examples of the feedback they used to help them improve their performance?