Gymnastics Year 3 and 4
Year 4
Gymnastics
KeyPE sports
Points (smaller body parts) and patches (larger body parts) are used a lot when balancing. Points include feet, hands and knees and patches include back, bottom and belly. Children should not be asked to hold a balance, using points and patches, for longer than a few seconds.

Apparatus can be used to allow children to balance in different ways and using different body parts.

To extend the use of balances, using points and patches, you can:

- Move supporting body parts further away from each other
- Use less supporting body parts
- Stretch, extend and elevate unused body parts
- Stretch and extend supporting body parts
Learning Objective:  
To create different balances using points and patches

**Floor**

- Children start by travelling around the hall in different directions without touching the mats.
- After 1 minute change the way children travel.
- Ask children to come up with different ways to travel and encourage them to demonstrate to the class.
- Children can now cross over the mats. As soon as a child steps on a mat they must change the way they travel.
- Explain points and patches to the group. Patches are large body parts to balance on (example, back, belly, head and bottom). Points are small body parts to balance on (example, feet, knees, elbows, hands). To check children know their points and patches spend a few minutes demonstrating different shapes with points and patches touching the floor. See picture 2 with 4 points touching the floor and 0 patches.
- Spread points and patches cards on a mat. In pairs children collect one card and take it to a space or spare mat. One child comes up with a balance while the other copies or mirrors the shape. Children then exchange the card for a new one and the other child takes leadership to show a new balance (example, card reads 1 patch 3 points then 1 patch touches the floor along with 3 points and every other body part should reach out and stretch).
- Encourage children to straighten and stretch their body when making their shapes.
- In pairs children collect a card and show as many different shapes and ideas as possible with one card before returning the card back to the mat (example, changing the points used to touch the floor to create new shapes).
- Hold shape still for 3 seconds.
- Encourage children to travel back to their mats with ideas from the warm up.
Learning Objective:
To create different balances using points and patches with the inclusion of low apparatus
To create different balances with different body parts touching the floor

Apparatus

Children start moving around the apparatus with quiet feet. Children can touch mats but not equipment. Encourage children to travel under, over and through different pieces of apparatus.

Can children change the way they travel on apparatus each time they go under, over or through.

Encourage children to explore different ways to travel through apparatus (example, sliding under head first, feet first or sideways).

Keep bodies neat when travelling over, under and through (example, keeping legs straight and together).

Children can now touch the apparatus if it helps them to travel under, over or through.

Allow children to travel along the apparatus. Children can still travel under, over and through as well.

Encourage children to use apparatus free from other children. If apparatus gets too busy encourage children to travel somewhere else.

Spread points and patches cards on a mat. In pairs children collect one card and take it to a piece of apparatus. The child with the card places it down face up and completes their balance touching the floor and equipment with their partner copying or mirroring. Children return the card for a new one then the other child takes leadership to show a new balance for their partner to copy.

Children can now perform a different balance to their partner using the same card (see picture). In the picture the children on the left are completing a card that reads 4 points and 0 patches. Children on the right are completing 2 points and 0 patches.

Challenge some children to perform their balance through a piece of equipment.

Encourage children to use different body parts on the floor and apparatus.
Split children into groups of four. In their groups children form a line and copy the way of travelling from the leader. The leader travels in different directions avoiding contact with other groups. On the teacher’s signal the leading child either creates a bridge for the following children to pass through or creates a low shape for children to jump over. The next child in line becomes the leader with the new leader changing the way the group travels.

Encourage the leader to travel at a suitable speed for the rest of the group to follow.

Give each group a white board and write down three points and patches shapes for the group to include in their sequence. Each group must discuss and decide on three different ways to travel and three jumps to include in their sequence. Once children have reached a decision on their travelling and jumping children must create a good starting position for each child. For example, their sequence could start with children already in a balance. Children must complete their sequence and finish in their starting position.

Encourage children to choose jumps and travelling to help sync their chosen points and patches together.

Allow time for children to practice their sequence and encourage children to work on their timings so that children move together.

Challenge groups to keep everybody performing at all times avoiding children standing and watching. Some groups might split into two pairs for part of the performance then sync back into performing as a four.

Encourage children to deliver their sequences with the inclusion of a change of speed. For example, after slowly sinking into their balance, suddenly spring up fast into a travel or slow down after a sharp fast movement.

Ask groups to perform their sequence to the class. Ask other groups to describe what they liked about the performance highlighting timing, flow, use of space, linking moves together, quality of travelling and points and patches and start/finish positions.

Learning Objective:
To create a sequence with the inclusion of different points and patches when balancing.
Travelling is different ways of moving, using different direction and levels. When travelling children need to find space safely on the floor and using apparatus. Travelling can be completed using different body parts. Children need to maintain balance, control and body tension.

To extend the use of travelling you can:
- Travel at different speeds
- Use less supporting body parts
- Use different supporting body parts
- Travel at different heights
- Retain fluent body motion
Learning Objective: To create different ways to travel high or low throughout their pathway shape.

**Floor**

- Children travel in different directions around the hall. After 40 seconds ask children to change the body part they travel on. Example, travel on hands and feet and slide along the floor on your back.

- Spot good ideas and showcase them to the class. Encourage children to try these ideas themselves.

- Ask children to travel in silence using the balls of their feet with knees slightly bent.

- When trying new ideas challenge children to move with pointed toes and straight, stretched limbs.

- In pairs children must travel around the room with one child being the leader. The leader must take their partner into a space then freeze in a stretched shape for 3 seconds. The partner follows behind copying the way their partner travels. Once both children have completed the shape they switch roles so the other child becomes the new leader. Each time children switch leaders they must come up with a new way to travel.

- Remind children to show their neatest work not their fastest work.

- Spread travel cards out at the front of the room. Children must take turns to collect one of the travel cards from the front of the class. Children must not show their partner the card. The child with the card walks out the outline of the shape then finishes with a 3 second shape. Now their partner can try and guess the shape on the travel card. Children take turns to collect and create new travel shapes.

- Ask children to create the biggest shape possible with the space provided.

- Ask children to travel low or high throughout their shape.

- Challenge pairs of children to start their shape low and slowly grow to travelling high.

- Change partners so children experiment new ideas.
Children can now collect and complete their card in their pairs.

Ask children to travel in time with their partner.

Challenge pairs of children to start their shape high and slowly sink down low when travelling.

Continue to show good ideas to the class.

Can children now add a gymnastic skill to indicate the finish of their travel.

Use resource cards if required.

Children must change their way of travelling each time they turn a corner.

Children must change the body part they travel on each time they turn a corner.

Children must add a gymnastic skill each time they turn a corner.

Children can now collect and complete their card in their pairs.
### Apparatus

Children start moving around the apparatus with quiet feet. Children can touch mats but not the equipment. Encourage children to travel under, over and through different pieces of apparatus.

- Encourage children to show new ideas when travelling under, over and through equipment.
- Ask children to change the way they travel once they have passed under, over or through.
- Can children pass under, over and through equipment whilst keeping their bodies looking neat. Example, quiet landing, keeping knees and ankles together or stretching out.

Children can now collect one of the travelling cards from the front of the class. Children walk out the outline of the shape on the card. Children must pass over or under any equipment when walking out the outline of their shape. Once completed children return their card and collect a new one.

- Ask children to create the biggest shape possible with the space provided.
- Ask children to travel low or high throughout their shape.
- Challenge children to start their shape low and slowly grow to travelling high.
- Can children now create a movement to indicate the start of their shape and continue to finish with a 3 second shape. Example, a jump, jump with a shape or a spin.

Use resource cards if required.

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**Learning Objective:**

To walk out a pathway whilst travelling under, over and through apparatus.
**Travelling**

**Apparatus**

Children can now work in pairs to create the outline of a shape. Children must take turns to collect one of the travelling cards from the front of the class. Children must not show their partner the card. The child with the card walks out the outline of the shape then finishes with a 3 second shape. Now their partner can try and guess the shape on the card. Children take turns to collect and create shapes.

Change partners so children experiment new ideas.

Encourage children to travel with neat bodies. Example, good posture, same speed/flow throughout, knees and ankles together when possible and light touches on the floor.
Learning Objective:
To sync different gymnastic skills with different ways of travelling

Sequence

Spread mats out around the room and split children into small groups. In their groups children form a line and copy the way of travelling from the leader. The leader travels in and out of the mats avoiding contact of other groups. On the teacher’s signal the leading child joins the back of the line. The next child in line becomes the leader. The new leader must change the way the group travels each time.

Encourage the leader to travel at a suitable speed for the rest of the group to follow.

Groups are now given a mat to perform their sequence on. Children must discuss and decide four different ways to travel in their sequence. Once children have reached a decision on their travelling children must create a good starting position for each child. For example, if groups consist of four children they could each start at a corner of a mat in a stretched balance. Children must complete their sequence and finish in their starting position.

Give a white board to each group. Draw two balances (match stick men style) for each group to include in their sequence.

Challenge some groups to draw and create their own balances.

Encourage children to sync their travels together using spins, jumps or sinking.

Challenge groups to include one of the travel outline shapes from the previous lesson.

Allow time for children to practise their sequence and encourage children to work on their timings so that children move together.

Challenge groups to keep everybody performing at all times avoiding children standing and watching.

Ask groups to perform their sequence to the class. Ask other groups to describe what they liked about the performance highlighting timing, flow, space awareness, linking moves together, quality of travelling and balances and start/finish positions.
Assessment and expectations

Show control and creativity when travelling.
Create different ways to pass over, under and through apparatus.
Link gymnastic skills together when using apparatus.
Support body weight using different body parts.
Identify and perform jumps and springs in appropriate places when using apparatus.
Work effectively as a small group to create a sequence.
## Assessment and expectations

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