Gymnastics Year 3 and 4
Year 4
Gymnastics
KeyPE
sports
Children can use leaps to jump on or off apparatus safely and under control. Flight includes movement such as take-off, suspension, travelling through the air and landing. Landing should be on the feet and controlled. Jumps can support a change in direction and the transition of gymnastics skills.

To extend the use of jumps and flight you can:
- Increase the height
- Add shape to flight
- Add twists to flight
- Change landing body parts
- Change the direction of the jump:
### Jumping and Flight

**Floor**

- Space mats randomly around the room. Children must travel in different directions without touching a mat or another child.
- Encourage children to jump over the corners of the mats whenever they have the space and opportunity to do so safely.
- Can children take off from a stretched two footed standing position and land with knees and ankles together.
- Encourage children to jump at the corners not the whole mat so jumps are performed as neatly as possible.
- Can children add a twist during flight and still land with knees and ankles together.
- Ask children to add a straddle or a tuck shape during flight.
- Children can now jump from one foot and land on the opposite foot (leap). Encourage each child to stretch legs and point toes during flight with their head up. As their legs stretch out during flight ask children to extend and stretch arms to match the motion of their legs.
- Children now work in small groups on a chosen mat. Children take turns to create a small sequence using just jumps and leaps. Children can select 3 jumps to travel across the mat.
- Encourage children to travel with good flow and timing.
- Using some of the examples from the short sequences children now work together as a group to create a jump sequence. All children must be active at the same time and all sequences should contain 4 different jumps. Groups can add extra rolls or balances to their sequence from previous lessons but must keep the 4 jumps or leaps.
- Challenge children to be as creative as possible and practise their sequence to master timings of movements so the group move as one.
- Show the sequences to the group and ask other children to describe what they liked from the performing sequence.

### Learning Objective:

To land from a jump with good control and balance
To perform a jump with a twist or shape and land with good control and balance
### Apparatus

Set out gymnastics tables and benches. Children explore different methods of going under over and through equipment without touching the equipment with their feet.

When travelling from apparatus to apparatus encourage children to change the way they travel each time.

Children are now free to use the apparatus with any chosen body part. Children must create different ways of mounting the equipment using jumps. Example, jumping on with feet together, jumping on with a twist or springing on whist holding on with their hands.

Can children find different ways to exit the equipment using jumps.

Encourage children to use twists when jumping from low apparatuses like benches.

Ask children to perform a jump to exit apparatus followed immediately by another jump maybe with a twist or a shape.

Encourage children to find opportunities to jump and create shapes during flight. Example, a tuck or a straddle during flight.

When travelling on apparatus can children find places to jump off then spring onto a different piece of apparatus. Children may also spring back on to the same piece of apparatus.

Remind children to land with knees bent and head looking forwards.

Ask children to find safe places to perform a jump before leaving their chosen piece of apparatus.

Ask children to add something to complement their jump. This can be before or after their jump. Example, jump with a shape onto a mat followed by a forward roll. Or a spin on their knees on a gymnastics table followed by a jump on to the mat by pushing off from their arms.

Encourage children to create their own ideas and try to adapt other’s ideas too.

### Learning Objective:

To create different ways to enter and exit apparatus using jumps
To link gymnastic skills with jumps
Learning Objective:
To perform a gymnastic sequence with the inclusion of different jumps
To include a low piece of apparatus in a sequence

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Jumping and flight

Sequence

Give each child a number. Children start in a tucked position. When the teacher shouts one, child number one stands up and chooses a way to travel. All children must copy the chosen travel but in different directions. When the teacher shouts number two all children sink slowly to the floor with child number two changing the way they travel. All children must then spring up and copy the new travel in different directions.

Challenge boys to create low ways to travel and girls to create high ways to travel.

Repeat the game but change the challenge set to boys and girls. Example, boys travel low and slow with girls travelling high, wide and stretched with the inclusion of jumps.

Split the class into groups of four or five and give each group a piece of low apparatus and a mat. Give each group two cards with shapes on them and two cards with spins on them. Children must create a sequence including the spins and shapes on the card with four different jumps of their choice.

Encourage them to display their shapes and spins in unusual places. For example, under and through the apparatus.

Remind children of different jumps they can use in their sequence. For example, jumps with shapes and stretches, jumps with twists and jumping on and off apparatus. Children can also include leaps such as cat leaps.

Encourage children to use the surrounding area when in transition not just the apparatus and mat.

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

Pick some groups to perform to the class and encourage feedback from other groups.

Challenge some groups to create a sequence using a canon. Children must develop a section of their sequence so that each child performs a skill on their own.

Learning Objective:
To perform a gymnastic sequence with the inclusion of different jumps
To include a low piece of apparatus in a sequence

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Stretching, tucking, sinking and rocking are all flowing movements that should be performed with good body control. They can be performed as a small sequence together. Gymnastic skills can be performed together by using stretching, tucking, sinking and rocking. They can also be used to support changing levels within a gymnastic sequence.

To extend the use of stretching, tucking, sinking and rocking 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
• Maintain flowing motion throughout
Children start by moving around the room on the balls of their feet in different directions avoiding contact with other children. On the teacher’s indication children jump into the air then sink into a tucked position. Once in the tucked position children should travel around the room staying tucked until the teacher indicates when to spring up and travel in a stretched position. Repeat the game and encourage children to change the way they travel each time.

Without the teacher’s signal children must travel around the room trying to find a space. When space is created children must jump into the air, sink into a tucked position and travel tucked across the mat. Once off the mat children spring up into a stretched, tall shape and travel to a empty mat.

Encourage children to travel safely using different speeds when they reach a new space.

Children now work in pairs. One partner becomes the leader with the other child following copying the leaders way of travelling. Once the leader finds a space they jump, land and sink into a low stretched position. The following child leaps over their partner then becomes the new leader. The previous leader springs back up then follows the new leader.

Encourage children to sink into different shapes each time.

Challenge children to create new ideas to travel over their partners. Give time to children to discuss and practice before they travel around the room jumping, sinking and leaping over.

On mats in small groups children take turns to rock back twice then stand up.

Children start with their back to the mat in a stretched position. Slowly sink down into a tucked position, grab/hold knees, slowly lean back until you rock on your back. Keeping your back curled rock twice before standing back up into a stretched position. Remember to keep knees and ankles together throughout your rock.
Allow time for pairs to discuss which types of travelling they will choose and discuss what methods they will adopt to make sure they sink and rock at the same time. For example, slowing their sinking and rocking makes it easier to follow, or using counting to three between each move to create good timing.

Challenge children to work in pairs. Children must travel side by side mirroring each others movement. Once they reach a mat they must perform a jump with a half turn, sink and rock at the same time before returning to a stretched standing position.

Children now move around the room without crossing the mats and avoiding contact with other children. When a mat is free children carefully jump with a half spin towards a mat, slowly sink then rock twice before returning to a stretched position.
Learning Objective:
To find suitable places to perform a tucked shape
To perform a rock to a standing position

Apparatus

Children move around the room travelling under, over and through apparatus only touching apparatus with one body part. Children must change the body part that touches the apparatus each time they pass under, over or through.

Ask children to create new ideas to travel backwards when travelling under, over and through.

Children can now explore the apparatus. Encourage children to enter and exit apparatus from different places not just from the end of the benches.

Encourage children to travel on apparatus starting in a stretched shape and finish in a tucked position.

When apparatus seems full encourage children to continue to explore different ways to travel under, over and through.

Can children find places to show a tucked shape for three seconds. Encourage children to show their tucked shape with different body parts touching the apparatus.

Ask children to find different places to show their rocking.

Encourage children to start tall then sink into their rock.

Ask some children to find places to rock back to their feet.

Children now try and sync stretching, sinking and tucking together on one piece of apparatus. If possible children add a rock to the end of their small sequence.
## Learning Objective:
To create a sequence using stretching and sinking
Create different ways to start and finish a sequence

## Stretching, Tucking, Sinking and Rocking

### Sequence

Children start in a space. Use an instrument like a tambourine to create a beat for children to travel around the room. If the beat goes louder and faster children must add quick jumps and spins to their travelling. If the beat slows down then children must gradually sink until they are travelling low to the floor.

1. **When travelling low** encourage children to include slow low spins.
2. **When travelling high** can children include stretched shapes to their jumps and travelling.
3. **Choose different children** to shake the tambourine.
4. **If the beat slows then stops** children must hold a small tucked shape until the beat returns.
5. **Split children into groups of three or four.** Give each group a mat and two sinking cards to include in their sequence. Children must also include their own sinking and rocking in their sequence.
6. **Encourage children to travel when they are sinking** with the inclusion of spins and holding stretched shapes.
7. **Challenge children to create their own unique start and finish position** linked to today’s topics.
8. **Encourage children to use the surrounding area** not just the mat.
9. **Challenge children to change speeds** during their sequence. Children can do this by springing out into a large shape after slowly sinking or sinking slowly after a fast travel or jump.

Pair groups together. Groups now take turns to perform to each other. Groups must feedback to each other at the end of each performance. After receiving feedback groups must discuss, change then practise their performance.

Groups now perform to the class. At the end of each performance ask children what feedback they received and if this had an effect on their finished sequence.
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

Exceeding

Expected

Emerging