

Year 4 Gymnastics Unit 1

National Curriculum objectives

Develop flexibility, strength, technique, control and balance.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Learning

- Perform & evaluate a routine: matching balances & stands; with matching balances on apparatus; with contrasting balances; with contrasting balances on and over apparatus; with linked balances on and over apparatus
- Perform a shoulder and headstand safely without support
- Perform a forward roll with appropriate entrances and exits including on, off and over apparatus
- Link movements by performing jumps, turns and pivots
- Complete mirroring actions along different pathways and levels, including basic rolls

Equipment

- Cones
- Safety gymnastics mats
- Hoops 4-8
- Bibs x4
- Apparatus:
 - Benches
 - Quoits
 - Wall bars
 - Low boxes
 - Medium boxes
 - Spring boards

Key Vocabulary

- Apparatus:** Equipment needed to walk across, jump from, balance on e.g. gymnastic table.
- Balances:** A static (still) position which holds the body in a position.
- Contrast:** Being different to something else, e.g. if your partner goes high, you go low.
- Entrance & exit:** To start a performance, an entrance is how you mark the beginning and the exit is how to end your routine, e.g. 3 second balance.
- Fluency:** Being capable to move effortlessly and smooth with ease once mastered a skill/technique
- Front support:** Lie on front, hands by shoulders, fingers pointing forwards. Press up to straight arms, keeping body tense and straight.
- Low level shape:** Creating body shapes low to the ground, e.g. crab shape, bunny hop.
- Medium level shape:** Creating body shapes at waist height, e.g. lunge, bridge.
- Points of contact:** Small body parts to balance on, for example: feet, knees, elbows, hands.
- Routine:** A series of movements and balances which are performed to others.
- Tension:** Controlling your body movements by tightening muscles.
- Transition:** Moving from one thing to another, e.g. how to go from one balance to another.
- Travelling:** A method of getting from one place to another, e.g. walking, jumping, rolling.

Key Questions

How do I know if I have a "good" space?

Will holding a shape / balance longer make us stronger? Why?

How can we make these balances more challenging?

Why is it important to scan for space while travelling?

Safety

- Remove all jewellery including earrings
- Long hair must be tied back
- (safety) Mats used one between two or one per pupil
- Use correct techniques
- Complete a warm-up and cool-down