

Year 4 Gymnastics Unit 2

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
- Bibs x 4
- Apparatus:
 - Benches
 - Quoits
 - Wall bars
 - Low boxes
 - Medium boxes
 - Spring boards

Key Vocabulary

- Abdominals:** The part of the body between the chest and the hips, which is strengthened with muscles.
- Apparatus:** Equipment needed to walk across, jump from, balance on e.g. gymnastic table.
- Arabesque:** Standing on one leg and extend the other backward with a straight knee, with the body slightly bent and the arms in extended positions.
- Arch:** A position, in which the back is curved backwards, the chest is open and the body makes a curved shape.
- Balances:** A static (still) position which holds the body in a position.
- Dish:** Long sit, bringing arms past the ears, lie back to form the 'dish shape'.
- 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.
- Forward roll:** To tuck your head down and roll your body in a forward circle on the floor.
- Front support:** Lie on front, hands by shoulders, fingers pointing forwards. Press up to straight arms, keeping body tense and straight.
- Headstand:** Standing on the head with support from the hands, legs steady in the air.
- Pike:** A position with the body bent forward at the waist with the legs kept straight.
- Rolling:** Using your body to roll across the floor, e.g. tuck roll, pencil roll.
- Shoulder stand:** A balance on the upper back/shoulder with legs extended upwards in the air.
- Straddle:** A body position where the body faces forward and the legs are spread far apart to the side.
- Support:** To use your strength to hold something e.g. to hold a balance with your arms or legs.
- Tension:** Controlling your body movements by tightening muscles.
- Tuck:** Making yourself small, into a ball shape and hugging your knees to your chest.
- Weight:** Understanding parts of your body which are heavier/lighter to help shift into a position.

Key Questions

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

How can we show support and linking in our performance?

What does partner support look like? Why?

Why is it important that our partner's support from the side of our bodies?

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