

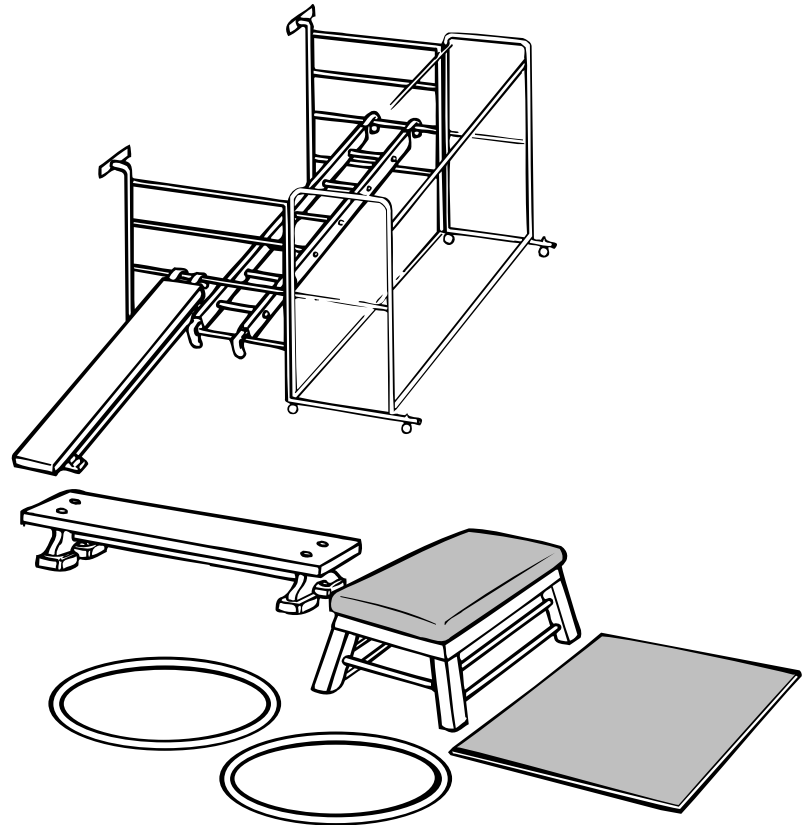
5-14 Expressive Arts

**PHYSICAL EDUCATION**



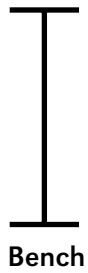
# Gymnastics

**Level B**

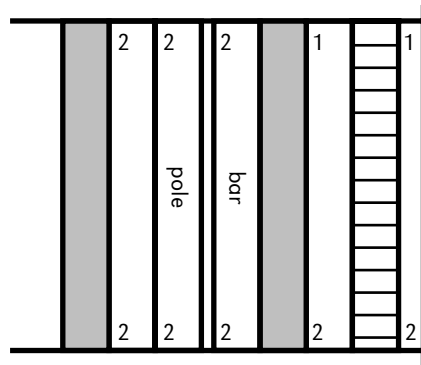




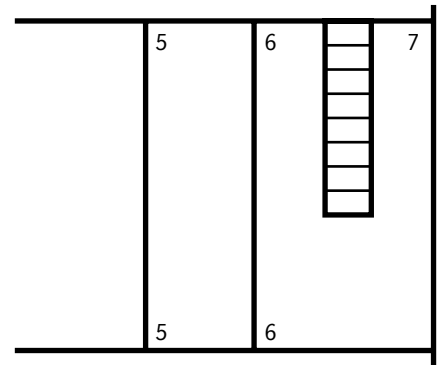
## Apparatus Key



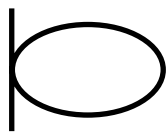
Bench



Kelvin Frame



Hampden Frame



Hoop with Skittle attached



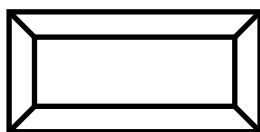
Chalk Circles



Small skittles with cane



Large skittles with cane



Bottom of box



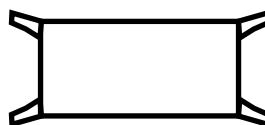
Box top



Box



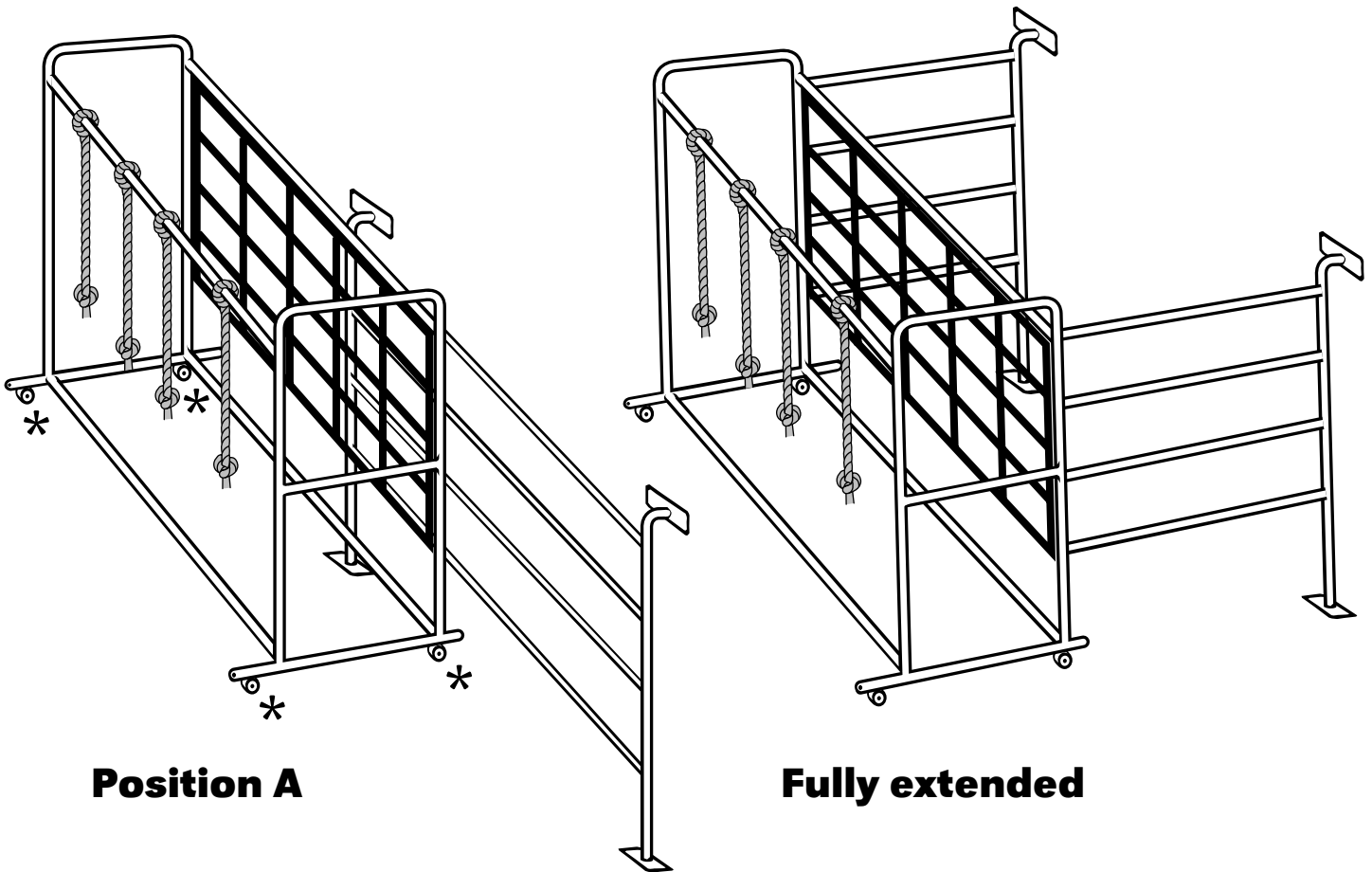
Mat



Scramble table



Nesting table

Instructions for operating the **Kelvin Frame****Position A****Fully extended****To take out:**

- 1 Unfasten one strap, leaving two supporting straps for the moment.
- 2 Check brakes are released.
- 3 Fix frame in the rectangular position by tightening at four screws at the base of each of the four uprights\* (painted red) using Allan key (position A).
- 4 Unfasten remaining straps and fully extend frame.
- 5 Lock wheels by depressing brake at each corner (usually painted red).

**To put away:**

- 1 Release brakes on wheels.
- 2 Guide frame back to position A.
- 3 Fasten two straps to wall.
- 4 Slacken the four base screws using Allan key – do not over slacken.
- 5 Push back rope side of frame to wall.
- 6 Fasten remaining strap.

## Activity **Gymnastics**

**Level B** – Theme 1: Travelling on hands and feet, rolling and jumping

**Lesson 1: Variety of jumping**

### Warm-up

1. Jogging.
2. Selection of Stretching Exercises.

### Focus

Develop take off and landing. Consolidate basic jumps.

1 foot – 1 foot – leap to continue running.

1 foot – 2 feet – encourage resilience, bend knees, hips and ankles.

1 foot – same foot – hopping.

2 feet – 1 foot – hop scotch, used in developing jumping patterns.

2 feet – 2 feet – used for distance or height.

Revision of long roll, jump to side of mat, lie straight across mat, stretch legs and arms above head (at this point pupil is lying on tummy). Move arms under shoulders, push up to straight body position, jump feet to hands and stand.

### Conclusion

Divide class into 4–6 Groups.

Revise how to move apparatus (mats) correctly and safely!

Run, Jump, Roll. Remember: take off and landings practised in focus.

**Cool down.**

## Activity **Gymnastics**

**Level B** – Theme 1: Travelling on hands and feet, rolling and jumping

**Lesson 2: Extend hands and feet vocabulary**

- Warm-up**
1. Jogging, jump to land on two feet, bend knees to floor, keep back straight.
  2. Revise five basic jumps.
  3. Selection of Stretching Exercises.

- Focus**
- Travel using hands and feet.
- a) Alternate hands and feet.
  - b) Both hands and feet at same time (Bunny Jumps).
  - c) Alternate hands, both feet.
  - d) 2 hands, 1 foot in the air.
  - e) 1 hand, 2 feet.
  - f) 1 hand, 1 foot.

- Conclusion**
- Divide class into 4–6 Groups  
Lay out mats as in Lesson 1.  
Add bench to long edge of mat.
- a) Alternate, hands and feet on bench, jump to mat, roll on mat.
  - b) Travel feet on bench, hands on floor on to mat.

**Cool down.**

## Activity **Gymnastics**

**Level B – Theme 1: Travelling on hands and feet, rolling and jumping**

**Lesson 3: Develop wheeling skills**

### Warm-up

1. Jogging, intermingled with variety of hands and feet movements across the floor.
2. Selection of Stretching Exercises.

### Focus

1. Practise lifting hips high, while supporting weight on hands.
2. From crouched position, take weight on hands and return to feet.
3. Place hands on floor to side of body in crouched position, take weight on hands as hips are pushed upwards, legs bend.
4. Practise until weight is supported on hands and hips are high, hand/hand/foot/foot.
5. Revision of forward roll: feet to edge of mat, stretch high, place hands to edge of mat, head to knees, hips high, push off feet to roll along back.

### Conclusion

Divide class into 4–6 Groups.

Group 1: Bottom of box; bench hooked to nearside; mat. Jump up bench (hands and feet). Take weight on hands to come off.

Group 2: Two benches; two mats. Find ways to travel along both benches, hands and feet only, link to roll along mats. Wheeling and jumping actions on mats.

Group 3: Two large skittles; one cane; top of box; mat. Find different ways of jumping over cane, which may be raised depending on skill level. Link to box top with Wheeling/Jumping action. Find ways to jump or roll onto the box top and mat.

Group 4: One bench; mat; one large skittle; one hoop. Find ways to use your hands and feet or roll through the hoop onto the mat. Use hands and feet or jumping actions over the bench.

Group 5: Scramble table with bench attached; mat. Hands and feet up along bench to top of table. Find ways of travelling across top of table to land on mat, roll.

Group 6: Frame. Exploring the frame using hands and feet and circling. Climb on and climb off.

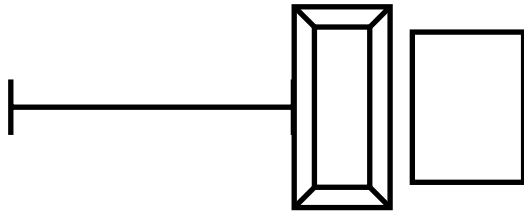
**Cool down.**

**Activity:** Gymnastics  
**Lesson:** Wheeling skills

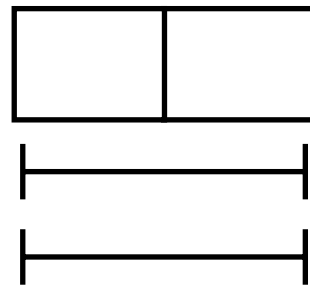
**Level:** B  
 Theme 1, Lesson 3

**Apparatus plan**

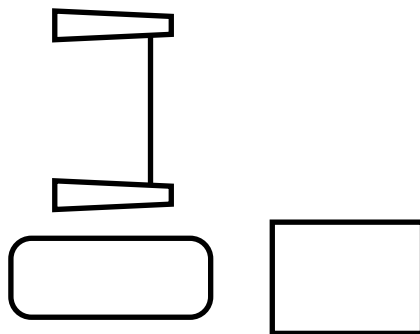
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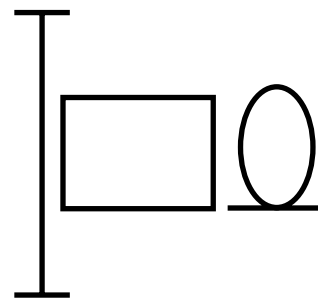
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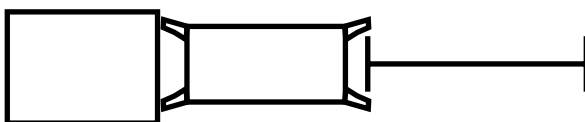
**3**



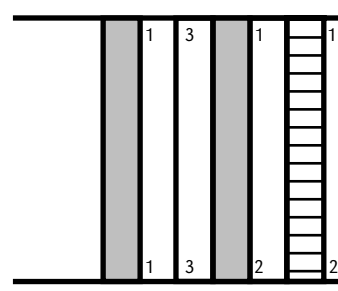
**4**



**5**



**6**



## Activity **Gymnastics**

**Level B** – Theme 1: Travelling on hands and feet, rolling and jumping

**Lesson 4:** Further develop wheeling skills

### Warm-up

1. Jogging, jumping and hands/feet skills.
2. Selection of Stretching Exercises.

### Focus

Using mats.

Moving sideways across mats, from feet to hands to feet; wheel, stretch legs.

Add a bench. Wheeling across mat or wheeling sideways across the bench – feet on floor, hands on bench, feet jump over to mat. Children performing well, can try hand, hand, feet.

### Conclusion

Divide class into 4–6 Groups.

Lay out group places as in Lesson 3.

Work cards may be introduced at each place and children encouraged to choose and solve tasks. Read, look and plan!

Tasks should be based on hands/feet, rolling and jumping.

Teacher should move round groups, encouraging and stimulating children. Eventually children should experience all working areas. **N.B.** Not in one lesson!

**Cool down.**

## Activity **Gymnastics**

**Level B** – Theme 1: Hands and feet, rolling and jumping

**Lesson 5: Backward roll**

### Warm-up

1. Jogging.
2. Selection of Stretching Exercises.

### Focus

Using mats.

1. Wheel across mats as in Lesson 4.
2. Teach backward roll.

Standing back to mat, heels touching. Bend elbows, palms facing up, at shoulders. Crouch, lowering hips to heels. Transfer weight from feet on to hips by lowering hips to mat, push backwards with feet. Roll along spine, when palm of hands make contact with the floor, push with palms, this will transfer the weight from the shoulders on to the knees/feet. Finish on knees, or feet.

### Conclusion

#### Apparatus.

Lay out group places as in Lesson 3.

As children move round to each place, encourage them to apply acquired knowledge to solve tasks in the new lay out. Let children develop and extend their own vocabulary at their own rate.

**Cool down.**

## Activity **Gymnastics**

**Level B** – Theme 1: Hands and feet, rolling and jumping

**Lesson 6: Apparatus**

### Warm-up

1. Jogging.
2. Selection of Stretching Exercises.

### Focus

- Revision.
1. Running and jumping.
  2. Rolling.
  3. Hands and feet.

### Conclusion

#### **Apparatus.**

Lay out group places as in Lesson 3.

Tasks including Hands and Feet, Wheeling, Rolling and Jumping.

Include time for demonstration and observation.

Teacher and class observe and respond.

**Cool down.**

## Activity **Gymnastics**

**Level B – Theme 2: Balancing, rolling and jumping**

**Lesson 1: Balancing (with revision of rolling and jumping)**

### Warm-up

1. Jogging.
2. Selection of Stretching Exercises (see list).

### Focus

1. Take a short run followed by a jump – take off from two feet, land on two feet (revision). Concentrate on developing skill of taking-off from two feet.
2. On what parts of the body can you take your weight to balance? i.e. hold your body steady over a relatively small base, (see attached sheet). Encourage children to push body upwards from base of support. Can you balance on one hand and two feet? Can you balance on one foot and two hands? Can you balance on back of head, shoulders and one foot? Let children experiment with variety of balances, encouraging safety at all times.

### Conclusion

Divide class into 4–6 Groups. Revise how to move apparatus correctly and safely!

Revise long roll - Feet and hands not touching the mat or floor.

Revise forward roll. Encourage good start (stretch) and good finish (feet together and stretch).

Revise backward roll. Start in sitting position, hips and legs bent, elbows bent and palms of hands facing upwards, about ear level.

Body moves backwards, it must keep well rounded as weight is transferred from hips along the spine and finally to hands which push hips upwards and over shoulders to let head through. Knees or feet lower gently to receive weight.

Can you jump, then roll on mat? Can you run, jump, then roll on mat?

**Cool down.**

## Activity **Gymnastics**

**Level B** – Theme 2: Balancing, rolling and jumping

**Lesson 2: Balancing**

### Warm-up

1. Jogging.
2. Selection of Stretching Exercises.

### Focus

1. Try a variety of balancing ideas on different body parts – build up a good vocabulary of balances.
2. Using mats, encourage children to experiment with some of the more difficult balancing answers, e.g. headstand – triangular shape of base. walk feet in towards hands.  
Hips lifted gently and held in tucked position.  
Handstand – swing up legs carefully.  
Encourage safety at all times.

### Conclusion

Divide class into 4–6 Groups. Lay out mats.  
Can you choose a balance and follow it with a rolling answer?  
Encourage children to select appropriate roll to follow balance, e.g. long shaped balance, long roll.  
Can you choose a roll and follow it with a balance?  
Can you run, jump, roll on mat and finish with a balance?

**Cool down.**

## Activity **Gymnastics**

**Level B** – Theme 2: Balancing, rolling and jumping

**Lesson 3:** Sequence of balancing, rolling and jumping

### Warm-up

1. Jogging.
2. Selection of Stretching Exercises.

### Focus

1. Try a short sequence of jumps, showing variations of take-off and landing.
2. Using mats, build simple short sequences, using balancing and rolling answers. The end of one movement should be the beginning of the next movement.

### Conclusion

Divide class into 4–6 Groups.

Group 1: Frame. Find points of balance anywhere on frame.  
Use hands and feet to link movements.

Group 2: Scramble table and mat. Find different ways of balancing on table. Find different ways to come off table.

Group 3 and 4: Bench and mat. Find a sequence of balancing, jumping and rolling.

Group 5: Split box; mat; bench. Find different ways of balancing. Can you add jumping and rolling answers?

Group 6: Two large skittles; cane and mat. Find ways to jump and roll.

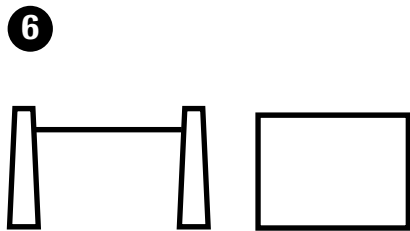
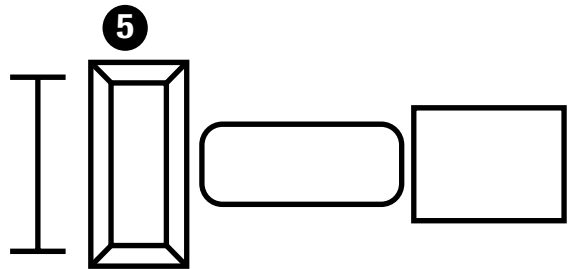
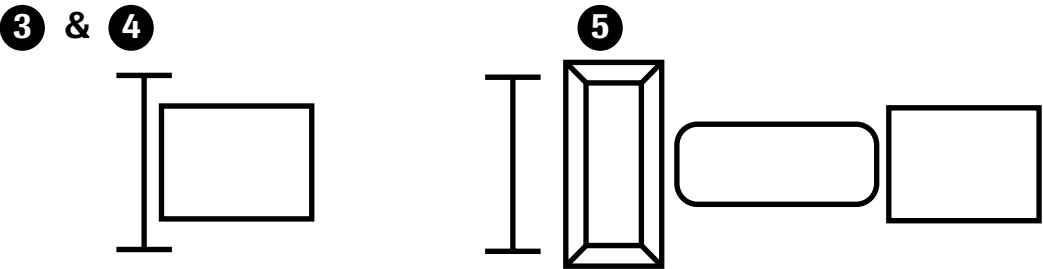
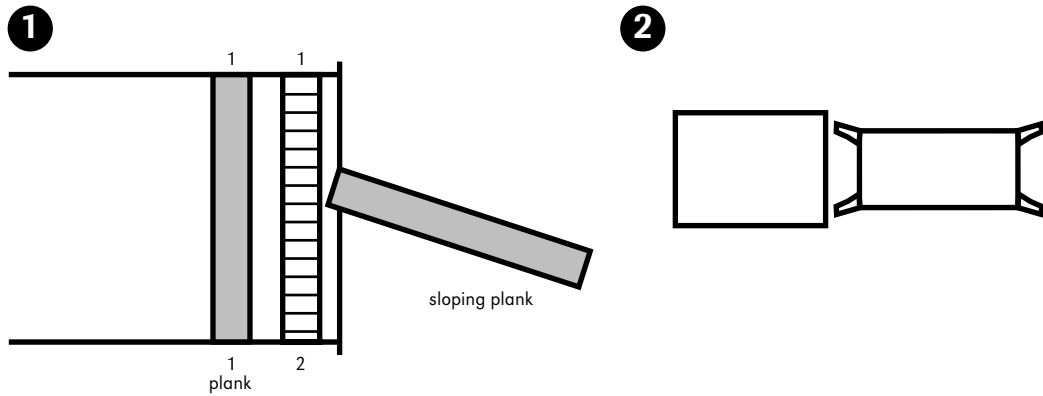
**Cool down.**

Activity: Gymnastics

Lesson: Balancing, rolling and jumping

Level: B Theme 2, Lesson 3

Apparatus plan



## Activity **Gymnastics**

**Level B – Theme 2: Balance, rolling and jumping**

**Lesson 4: Apparatus**

### Warm-up

1. Jogging.
2. Selection of Stretching Exercises.

### Focus

Using mats.

1. Revise run, jump, two foot take off and two foot landing.
2. Revise simple sequence of balancing, rolling and jumping.
3. Expand sequence to include jumping, e.g. jump, roll, balance.

### Conclusion

Divide class into 4–6 Groups.

Lay out group places as in Lesson 3. Encourage transfer of smooth sequence from mats to apparatus. Encourage flight in Group 2: Run, jump, knees in, feet on table. Work cards may be introduced at each place and children encouraged to choose and solve tasks.

Read, look and plan! Tasks should be based on balancing, rolling and jumping. Teacher should move round groups, encouraging and stimulating children. Eventually children should experience all working areas. **N.B.** *Not* in one lesson!

**Cool down.**

## Activity **Gymnastics**

**Level B** – Theme 2: Balancing, rolling and jumping

**Lesson 5: Sequence and Apparatus**

### Warm-up

1. Jogging.
2. Selection of Stretching Exercises.

### Focus

Using mats.

1. Jumping and rolling sequences.
2. Balancing, rolling and jumping sequences. Extend number of movements in sequence. Add music if required.

### Conclusion

#### **Apparatus.**

Divide class into 4–6 Groups.

Lay out group places as in Lesson 3. Encourage expansion of smooth flowing sequences. As children move round to each place, encourage them to apply acquired knowledge to solve tasks in the new lay out. Let children develop and extend their own vocabulary at their own rate.

#### **Cool down.**

## Activity **Gymnastics**

**Level B** – Theme 2: Balancing, rolling and jumping

**Lesson 6: Apparatus**

### Warm-up

1. Jogging.
2. Selection of Stretching Exercises.

### Focus

Revision of sequence work on mats.

### Conclusion

#### **Apparatus.**

Divide class into 4–6 Groups.

Lay out group places as in Lesson 3.

Tasks incorporating balancing, rolling and jumping.

Include time for demonstration and observation.

Teacher and class observe and respond.

Rotate groups.

#### **Cool down.**

## Activity **Gymnastics**

**Level B** – Theme 2: Hands & feet and balancing

**Lesson 7: Rolling and wheeling**

### Warm-up

1. Jogging.
2. Selection of Stretching Exercises.

### Focus

Using mats:

1. How many ways can you jump across the mat? (Revision).
2. How many ways can you roll across the mat? (Revision).
3. How many ways can you cross the mat on your hands and feet?
4. Can you wheel by putting your hands sideways on the mat? (Weight moves from feet...to hands...to feet).

### Conclusion

Divide class into 4–6 Groups. Revise how to move apparatus correctly and safely! When all areas are set up, as directed by teacher, each group will start working individually on their own apparatus (see Apparatus Plan).

Group 1: Frame. Travel across frame using hands and feet - stop to show a balance.

Group 2: Bench; scramble table; mats. Find different ways of getting on to the table.

Group 3 & 4: Bench; mat. Find different ways to jump and roll.

Group 5: split box; mats; bench. Find ways of using hands and feet as you travel across the apparatus.

Group 6: Two skittles; cane; mat. Find ways to jump, roll and use hands and feet.

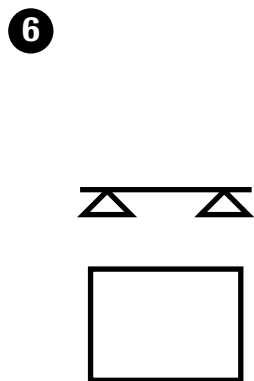
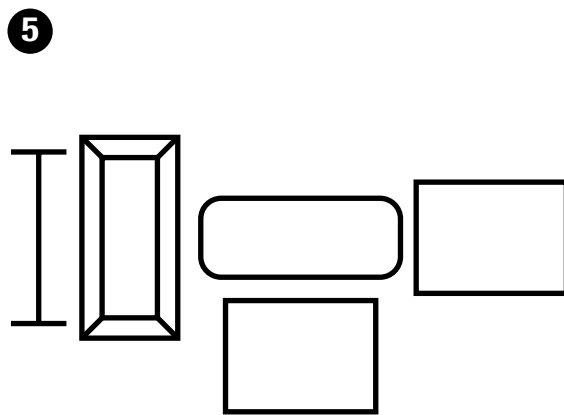
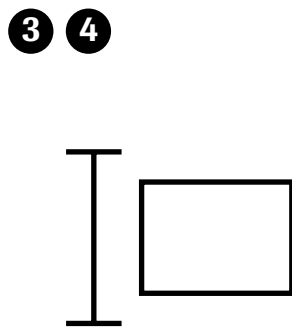
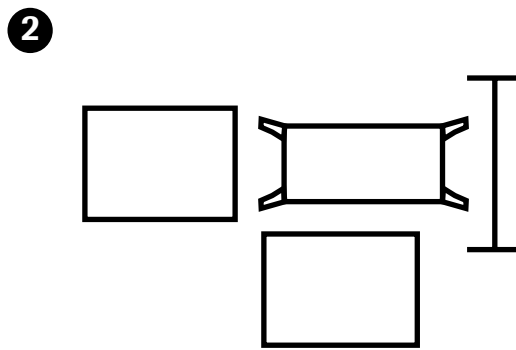
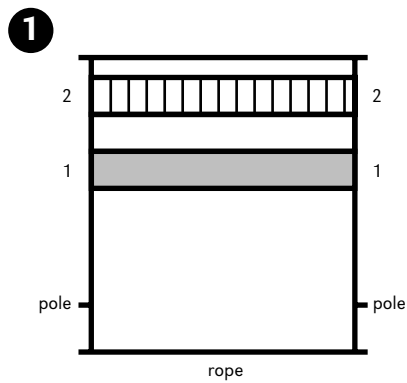
**Cool down.**

**Activity:** Gymnastics

**Lesson:** Hands & feet and balancing

**Level:** B Theme 2, Lesson 7

**Apparatus plan**



## Activity **Gymnastics**

**Level B** – Theme 2: Hands & feet and balancing

**Lesson 8: Balancing**

### Warm-up

1. Jogging.
2. Selection of Stretching Exercises.

### Focus

Using mats: introduce balancing theme (see page 72, P1-3 Gymnastics Guidelines).

To balance well, the body must be pushed upwards from the base of support and maintain stillness.

1. Can you balance on hands and feet using four parts of the body?
2. Can you balance on hands and feet using three parts of the body?
3. Can you balance using four different body parts?
4. Can you balance on your bottom? etc.

### Conclusion

Divide class into 4-6 Groups. Lay out group places as in Lesson 7.

Groups 1, 2, 4, and 6: tasks as in Lesson 7.

Groups 3 and 4: find different ways to jump and roll and balance.

**Cool down.**

## Activity **Gymnastics**

**Level B – Theme 2: Hands & feet and balancing**

**Lesson 9: Wheeling and balancing/ apparatus**

### Warm-up

1. Jogging.
2. Selection of Stretching Exercises.

### Focus

Using mats.

1. Can you wheel across the mat taking your weight from feet to hands to feet?
2. Can you balance on three parts of your body?
3. Can you run, jump, make a shape in the air and land on two feet?

### Conclusion

Divide class into 4 –6 Groups.

Lay out group places as in Lesson 7.

Groups 1, 3, 4 and 5: tasks as in Lesson 8.

Group 2: Bench; scramble table; mat. Find different ways of getting off the table.

Group 6: Split box; two mats. Find ways of using hands and feet and stop to show a balance. Encourage children to solve tasks in their own way.

**Cool down.**

## Activity **Gymnastics**

**Level B – Theme 2: Hands & feet and balancing**

**Lesson 10: Balancing and apparatus**

### Warm-up

1. Jogging.
2. Selection of Stretching Exercises.

### Focus

Using mats:

1. Shoulder stand. Use hands to help support back.
2. Head stand – triangular base, lift hips gently, tucked legs then straighten.
3. Hand stand – flat hands, straight arms, swing legs up.

Remember: some children will **not** enjoy head/hand stands and should be encouraged to try other balancing actions - every child can achieve a good balance working within his/her own capabilities. Let all children experiment with a variety of balancing answers.

### Conclusion

Divide class into 4–6 Groups. Lay out group places as in Lesson 7.

Groups 1, 2, 5 and 6: tasks as in previous lesson.

Groups 3 and 4: can you show a balance using the bench and mat at the same time? i.e. part of the body on bench and part of body on mat. Work cards may be introduced at each place and children encouraged to choose and solve tasks. Read, look and plan! Tasks should be based on hands/feet, balancing, rolling and jumping. Teacher should move round groups, encouraging and stimulating children. Eventually children should experience all working areas.

**N.B.** Not in one lesson!

**Cool down.**

## Activity **Gymnastics**

**Level B – Theme 2: Hands & feet and balancing**

**Lesson 11: Linking balancing and rolling.**

### Warm-up

1. Jogging.
2. Selection of Stretching Exercises.

### Focus

Using mats:

1. Can you balance on two hands and two feet? Then change to a rolling answer?
2. Can you balance on bottom and change to a rolling answer?
3. Can you balance on shoulders and change to a rolling answer? Encourage children to think of the shape of the balance and the shape of the roll. Encourage children to link the two actions smoothly.

### Conclusion

#### Apparatus.

Lay out group places as in Lesson 7.

Groups 1, 2, 5 and 6: tasks as in previous lessons.

Groups 3 and 4: can you follow the balance with a roll? As children move round to each place, encourage them to apply acquired knowledge to solve tasks in the new lay out. Let children develop and extend their own vocabulary at their own rate.

#### Cool down.

## Activity **Gymnastics**

**Level** B – Theme 2: Hands & feet and balancing

**Lesson** 12: Apparatus

### Warm-up

1. Jogging.
2. Selection of Stretching Exercises.

### Focus

- Revision: 1 mat per group.
1. Running and jumping.
  2. Rolling.
  3. Balancing.
  4. Hands and feet.
  5. Linking.

### Conclusion

#### **Apparatus.**

Lay out group places as in Lesson 7.

Include time for demonstration and observation.

Teacher and class observe and respond.

**Cool down.**

## Activity **Gymnastics**

**Level** B/C – Theme: Upside down, rolling and jumping

**Lesson** 1: Balancing upside down

### Warm-up

1. Jogging.
2. Selection of Stretching Exercises.

### Focus

1. Run, jump taking off from two feet, land two feet deeply bending knees.
2. Run to a line, jump from two feet and land on two feet, concentrate on taking off with two feet together, push into the floor.
3. Divide class into 6 Groups. Six mats on floor.
  - a) Find parts of the body that will support your weight when upside down. How many can you think of and try? What does upside down mean? (Hips above head). Must be still to be balanced.
  - b) Use rolling to come out of the upside down balance.

### Conclusion

Divide class into 4–6 Groups.

Groups 1 & 4: Mat. Run, jump, land on two feet, using whole length of mat balance and roll.

Groups 2 & 5: Mat and bench. Show upside down balance on bench, move onto mat.

Groups 3 & 6: Mat; skittles; cane. Run, jump, take off from 2 feet, land 2 feet, bend knees deeply into a roll.

Rotate round Groups.

**Cool down.**

## Activity **Gymnastics**

**Level** B/C – Theme: Upside down, rolling and jumping

**Lesson** 2: Linking Balance to roll

### Warm-up

1. Jogging.
2. Selection of Stretching Exercises.

### Focus

Divide class into 6 Groups. Six mats on floor.

1. Upside down balancing on different body parts.
2. Take the balance down into a roll, which is an extension of the balance, e.g. one hand, one foot balance can be lowered to the floor into a sideways roll.

Allow time for observation and comment.

In order that children may build a more extensive upside down vocabulary,

### Conclusion

Divide class into 4–6 Groups.

Groups 1 & 4: Mat. Balance upside down on mat, finish in a roll.

Groups 2 & 5: Mat; skittles; cane. Upside down at some point as you move across this apparatus, land on mat to roll.

Groups 3 & 6: Mat; top of box. Upside down balance on top of apparatus, linking roll on floor.

Rotate round Groups.

**Cool down.**

## Activity **Gymnastics**

**Level** B/C – Theme: **Upside down, rolling and jumping**

**Lesson** 3: **Moving while upside down.**

### Warm-up

1. Three-minute jog.
2. Selection of Stretching Exercises.

### Focus

Divide class into 6 Groups. Six mats on floor.

1. Run, jump, land on two feet.
2. Moving while upside down, hips above head, e.g. cartwheels, bunny jumps. Encourage children to collect themselves into a roll when finished. Show control of the movement and their bodies.

### Conclusion

Divide class into 4–6 Groups.

Groups 1 & 4: Mat; bench. Moving in upside down shape along length of bench, hands on bench, wheel feet over, roll on mat.

Groups 2 & 5: Mat; top of box. Balancing upside down on top of box, linking roll on floor.

Groups 3 & 6: Mat; skittles; cane. Upside down as you cross cane, land on mat and roll.

Rotate round Groups.

**Cool down.**

## Activity **Gymnastics**

**Level** B/C – Theme: Upside down, rolling and jumping

**Lesson** 4: Linking

### Warm-up

1. Jogging.
2. Selection of Stretching Exercises.

### Focus

Divide class into 6 Groups. Six mats on floor.

1. Link run with jump.
2. Link run and jump with shape.
3. Link jump with one upside down balance. The end of the jump becomes the beginning of the second movement.
4. Link two upside down actions, e.g. one showing balance, one showing movement.

### Conclusion

Divide class into 4–6 Groups. (See Apparatus Plan).

Group 1: Frame with ladders and bar. Stop and show a clear upside down shape as you travel across the frame.

Group 2: Mat; scramble table. Where can you show an upside down balance?

Group 3: Mat; bench. Find ways to balance upside down on the bench or bench and mat.

Group 4: Mat; bench; bottom of box. Find ways to travel along bench, roll, jump or take weight on hands to travel on, along and off the box.

Group 5: Mat; bench. Only hands and feet may touch the bench as you travel along, wheel/roll on mat.

Group 6: Mat; four large skittles; two canes; top of box. Wheel or jump over canes, jump roll or wheel at box top and mat.

Rotate round Groups.

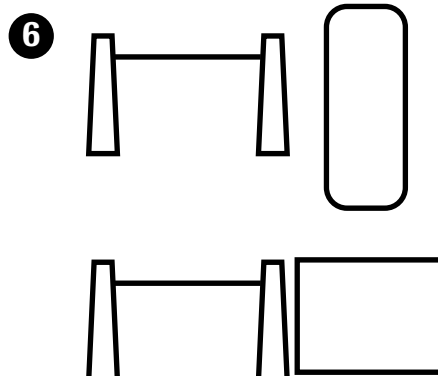
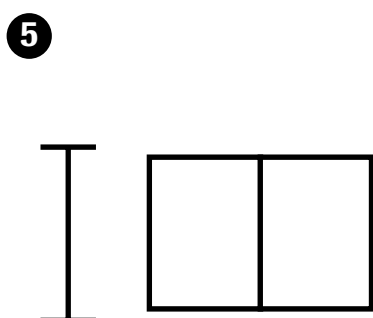
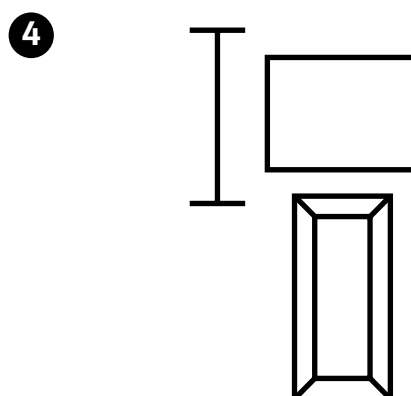
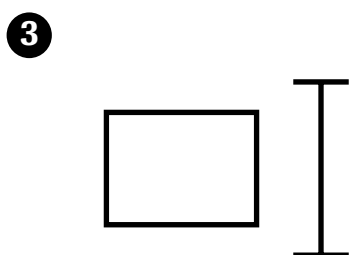
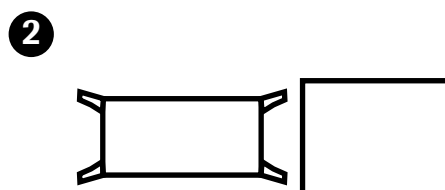
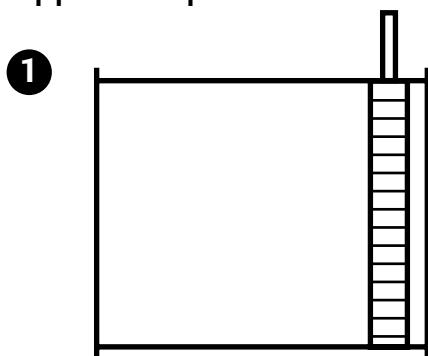
**Cool down.**

Activity: Gymnastics

Lesson: Upside down, rolling and jumping

Level: B/C Lesson 4

Apparatus plan



## Activity **Gymnastics**

**Level** B/C – Theme: Upside down, rolling and jumping

**Lesson** 5: Sequences

### Warm-up

1. Three minutes jogging; alternate direction on command.
2. Selection of Stretching Exercises.

### Focus

Divide class into 6 Groups. Six mats on floor.  
Revision from previous lessons. Linking jumping, balancing upside down and travelling upside down.  
Remember that the end of one movement becomes the beginning of the next. Balances should be held still.

### Conclusion

Divide class into 4–6 Groups as Lesson 4.

1. Encourage children to invent sequences.
2. Observe others on their given apparatus.
3. Discuss how the task is fulfilled.

Groups rotate a maximum of three places in any one lesson.

**Cool down.**

## Activity **Gymnastics**

**Level** B/C – Theme: Upside down, rolling and jumping

**Lesson** 6: Sequences

- Warm-up**
1. Three minutes jog, jump, touch floor, lie down on command.
  2. Selection of Stretching Exercises (see list).

**Focus** Revision of mat work from previous lessons.

- Conclusion**
- Divide class into 4–6 Groups.  
Lay out group places as in Lesson 4.
1. Always place own apparatus in position, then replace at end of lesson.
  2. Experience all group places by the end of block.
  3. Develop sequence to match apparatus.
  4. Encourage observing and demonstrating of sequences.  
Individual teaching as teacher moves round apparatus.
- Rotate round Groups.

**Cool down.**