

## Bishops Waltham – Year 3 Planning (7 weeks)

### Week 1

#### Warm-Up: Number Game.

Children to safely walk around hall in different directions. Coach calls out numbers....

1 = Stand still

2 = Balance on 1 foot

3 = Jumping Jack

Change walking to jogging and then hop skotch.

Coach to lead various stretches from head to toe. Children to understand they will use a whole range of different body parts in gymnastics.

#### Shapes

Introduce the 3 basic shapes: STRAIGHT / STAR and TUCK. Ensure the children understand how to perform these shapes correctly and with good presentation.

Call out shapes and random and see if the children can remember and perform each one.

#### Teach FORWARD ROLL

1). Demonstrate the 'rock and roll action'. Children to understand a roll is performed in a tuck shape. Allow time to practice this.

2). Teach the 'rock and roll to standing position'. Children to understand this is the end of the roll.

3). Explain how a gymnast should go into a roll. Teach straight shape and lower to squat position with control.

4). Bring gymnasts together and explain how to do a forward roll correctly. Give demonstration and allow children to go away and practise.

5). Children to demonstrate their FORWARD ROLLS

\* Explain how the roll can be used with different exits.

#### BALANCING COMPETITION

Children to balance on 1 foot for as long as possible.

Introduce a 'competitive element'. If the children wobble or lose their balance they are out of the game.

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## **Week 2**

Warm-Up: Number Game. – **TEACHER TO LEAD**

Children to safely walk around hall in different directions. Coach calls out numbers....

1 = Stand still

2 = Balance on 1 foot

3 = Jumping Jack

Change walking to jogging and then hop skotch.

Coach to lead various stretches from head to toe. Children to understand they will use a whole range of different body parts in gymnastics. – **TEACHER TO LEAD**

## Shapes

Re-cap the 3 basic shapes: STRAIGHT, TUCK and STAR – **TEACHER TO LEAD**

Introduce PIKE and STRADDLE. Ensure the gymnast understand how to perform these correctly.

Call out shapes at random and see if the children can remember and perform each one.

## Teach TEDDY BEAR ROLL

1). Explain a very good 'STRADDLE' position is needed for performance of a teddy bear roll.

2). Give Demonstration of TEDDY BEAR ROLL. Ensure children understand to travel sideways and then backwards. Allow children to practise.

## Connecting 2 rolls

Using different exits from the FORWARD ROLL learnt last week, ask the children to experiment with connecting the 2 rolls together. The Children should understand the connection should be smooth and controlled.

Pick out a couple of good demonstrations.

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### Week 3

#### Warm-Up: OPPOSITE GAME.

Ensure the children understand the word OPPOSITE.

The children do the opposite to what the coach says.

STAND UP = SIT DOWN (and vice versa)

LAY ON TUMMY = LAY ON BACK

WALK FORWARD = WALK BACKWARDS

Coach to lead various stretches from head to toe. Children to understand they will use a whole range of different body parts in gymnastics.

#### Shapes

Ask children which shapes they can remember and whether they can demonstrate it and name the shape.

Call out shapes and random and see if the children can remember and perform each one.

#### Teach STAR JUMP

1). Ask the children what they already know about jumping?

\* knees bent on take off and landing

\* Use of arms on take off

\* keep back straight

2). Demonstrate a good star jump

3). Allow children to practise and then pick out a few good jumps to show to class.

#### USE OF BENCHES and MATS

1). Demonstrate a sequence along the bench. Bunny hops side to side. Star Jump off.

2). Re-cap 2 connecting rolls. Children must decide today their best way of connecting the 2 rolls & practice.

3). Half of the class on BENCHES and rest of groups on FLOOR MATS. Then swap.

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#### **Week 4**

Warm-Up: Re- Cap the opposite Game – **TEACHER TO LEAD**

Introduce FRONT SUPPORT and BACK SUPPORT.

Front Support – like a push up position. Shoulders on top of hands, back straight.

Back support – Fingers facing forward, tummy lifted, straight body.

Coach to lead stretching but children to be one step behind, remembering the previous exercise.

#### **Shapes**

Call out variety of shapes, including FRONT and BACK SUPPORT and see what the gymnasts remember. Ask a couple of children to the front to call out the shapes.- **TEACHER TO LEAD**

#### **APPARATUS and FLOOR WORK.**

Class will be split into 4 groups working around 4 different activities as follows:

- 1). FLOOR MATS – Practise the 2 connecting rolls and add on the BACK SUPPORT SHAPE for 3 secs. Remind children about quality of performance.
- 2). BENCHES – Practise BENCH SEQUENCE from last week.
- 3). BALANCE BEAM – Ask the children to walk forwards along the balance beam as smartly and controlled as possible.
- 4). BACKWARD ROLL DOWN slope
  - \* Ensure all gymnasts understand how to use their hands
  - \* use some speed to start roll
  - \* Keep in a tuck shape and push hard with both hands

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## Week 5

Warm-Up: Do This, Do That. A little bit like Simon Says. When the coach says ‘DO THIS’ the children do the activity but when the coach says ‘DO THAT’ they don’t.

TEACH THE BRIDGE at the end of the warm-up.

Shapes –[TEACHER TO LEAD](#)

Children in pairs; take it in turns to say 4 different shapes and see if their partner gets them right.

REPEAT APPARATUS and FLOOR WORK from WEEK 4 with slight changes in RED.  
[TEACHER TO LEAD](#)

Class will be split into 4 groups working around 4 different activities as follows:

- 1). FLOOR MATS – Practise the 2 connecting rolls and add on the BACK SUPPORT SHAPE for 3 secs. Remind children about quality of performance. **ADD ROCK and ROLL TO STAND.**
- 2). BENCHES – **Gymnasts to choose their own way to travel along bench.**
- 3). BALANCE BEAM – Ask the children to walk forwards along the balance beam as smartly and controlled as possible. **If they are confident going forwards they may try to go sideways or backwards.**
- 4). BACKWARD ROLL DOWN slope – **Can they land on their feet?**

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## **Week 6**

Warm-Up: Use 3 words: NARROW, WIDE and CURLED UP. Explain that all the different shapes can fall into these 3 categories. Ask the gymnasts to walk around the hall and then coach calls out 1 of the 3 words, the children try and perform a shape that might best fit. They can use their imagination and try and think of using different parts of their body each time.

Re-cap - Do This, Do That. A little bit like Simon Says. When the coach says 'DO THIS' the children do the activity but when the coach says 'DO THAT' they don't. –**TEACHER TO LEAD**

TEACH THE ARABESQUE (as this will be used on the balance beams later).

## **APPARATUS and FLOOR WORK.**

Class will be split into 4 groups working around 4 different activities as follows:

1). FLOOR MATS – Practise the FLOOR SEQUENCE. Forward Roll, Teddy Bear Roll, Back Support and Rock and Roll to stand.

2). BACKWARD ROLL –Continue from previous weeks. For those who can now land on their feet, can attempt to land in 'straddle stand'.

3). BALANCE BEAM – Gymnasts to walk either forwards, sideways or backwards to end of beam and then perform an ARABESQUE. Try to balance for 3 secs.

4). WALL BARS – Gymnasts to perform different shapes using the 3 categories in the warm-up; NARROW, WIDE and CURLED UP. They will need to use different areas of the bars and try and use various parts of their body.

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## **Week 7**

**Warm-Up:** Explain the 3 words: NARROW, WIDE and CURLED UP and how different shapes fall into different categories. Gymnasts walk around hall and coach calls out one of the words and can the children do a shape that fits that category – **TEACHER TO LEAD**

**TIME BOMB** – the gymnasts pass 2 balls round a circle and the coach counts down from 5-1 and then calls out ‘GYMNASTICS’. Whichever 2 gymnasts have the ball go into the middle of the circle and choose a warm-up exercise to lead the rest of the class with.

## **FLOOR WORK**

Allow the children time to practise all the different skills covered this term. They can also show some things they can perform or have a go at a few things they’ve been desperate to try. Ensure they think about the ‘performance’. **CONTROL** and **STRETCHED**.

## **SHAPE GAME COMPETITION**

The gymnasts walk around in a circle and coach calls out a shape. Whichever gymnast does the wrong shape or is the slowest is out of the game.

## **ROPE CLIMBING**

Give a demonstration of how to get the ropes out safely.

Question the gymnasts understand of how to climb and ensure they understand the main safety points:

Don’t slide down

Use arms and legs

Feet push on rope

Allow all gymnasts to attempt climbing.





