

Bishops Waltham – Year 4 Planning (7 weeks)

Week 1

Warm-Up: DVD Player Game

Play = Walk around hall Fast Forward = Jog Rewind = Walk backwards

Pause = stand still eject = star jump

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

What basic shapes can the children remember? STRAIGHT, TUCK, STAR, PIKE and STRADDLE. Ensure the children understand how to perform these shapes correctly and with good presentation.

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

Re-Cap FORWARD ROLL

- What can they remember about the technique? Head Position? Start position?
- Can they remember that the roll can be finished in different positions?

Re-Cap TEDDY BEAR ROLL

- What can they remember about the technique? Shape?

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

Recap DVD Player Game – **TEACHER TO LEAD**

Play = Walk around hall Fast Forward = Jog Rewind = Walk backwards

Pause = stand still eject = star jump

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

Can the gymnasts remember FRONT and BACK SUPPORT?

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

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.

TEACH SHOULDER STAND

- Explain different hand positions. Ensure children understand to use their elbows on the floor to help support their body. Straight shape should try to be achieved.

PUTTING IT ALL TOGETHER

- Children to attempt to connect 2 rolls and shoulder stand in any order but attempt to make the connection smooth and strong. Make sure they have a definite ending position.

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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

FRONT SUPPORT = BACK SUPPORT

Coach to lead various stretches but children to stay one exercise behind.

Shapes

Ask children which shapes they can remember and whether they can demonstrate it and name the shape – **TEACHER TO LEAD**

Include STRAIGHT, STAR, TUCK, STRADDLE, PIKE, FRONT SUPPORT & BACK SUPPORT

STAR JUMP – What can the children remember?

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 jump

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

USE OF BENCHES and MATS

1). ON BENCH –children to bunny hop or cartwheel across bench then choose jump off.

2). Re-cap 2 connecting rolls. Children must decide today their best way of connecting the 2 rolls & shoulder stand and practise.

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**
FRONT SUPPORT and BACK SUPPORT.

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

- **TEACHER TO LEAD**

Shapes

Children in pairs –lead each other through different shapes giving advice on performance when necessary – **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 a HEADSTAND -explain technique first
- 2). TRESTLES –run, jump and bunny hop onto trestles – choice of jump off
- 3). BALANCE BEAM – walks in different directions – can the children remember an arabesque?
- 4). RE CAP THE BACKWARD ROLL DOWN slope from last year. Explain different exits can be used.....to straddle stand, front support e.t.c

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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.

REPEAT APPARATUS and FLOOR WORK from WEEK 4

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

- 1). **FLOOR MATS** – Practise the 2 connecting rolls and the shoulder stand then add in **HEADSTAND** or **BRIDGE** or a **GYMNASTICS SKILL** of their choice.
- 2). **TRESTLES** as last week – **TEACHER TO RE-CAP**
- 3). **BALANCE BEAM** – Ask the children to walk backwards turn in middle and then forward to end
- 4). **BACKWARD ROLL DOWN** slope –

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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**

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. 2 Rolls, Shoulder stand and move of choice.
- 2). TRESTLE TABLES and VAULT BOX –have a go at vaulting onto proper vault today.
- 3). MATCHING and MIRROR ACTIVITES –with partner
- 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 ad 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.

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 - [TEACHER TO LEAD](#)

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 - [TEACHER TO LEAD](#)

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.

