

## Bishops Waltham – Year 5/6 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?

#### CONNECT THE TWO ROLLS

#### 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

Re-Cap some of the apparatus last term. Children in groups of 4 and rotate around the following activities:

- 1). Backward roll down slope -what do they remember about technique? Shape?
- 2). Two rolls connected smoothly
- 3). Trestles -run and squat onto trestle, jump off. Ask a child to demonstrate & go over safety points.
- 4). Balance beams -walking different directions with control and good posture

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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

### RE-CAP SHOULDER STAND

1). Allow children time to practise. Explain different arm positions to make the skill more challenging.

### INTRODUCE A VARIETY OF PAIR BALANCES

1). Teach the most basic COUNTER BALANCE first. Children just holding hands and explain what makes it a counter balance

2). Demonstrate the front support balance. One child is in front support position. The other also goes into front support but with their feet resting on their partners shoulders.

3) A much more difficult balance for the more able to try – one gymnast lays on floor, and hold their partner at the ankle and lifts them to front support.

Children to understand the word TENSION when performing these balances.

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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 WORK all linked to **BALANCE**.

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

- 1). FLOOR MATS – Counter Balance from last week.
- 2). FLOOR MATS -Shoulder stand / Headstand
- 3). BALANCE BEAM – Arabesque / Y Scale
- 4). WALL BARS -use of Bars and Floor to create balance

Children to understand that balances can use a variety of different body parts. They can be performed alone or with aid of a partner. **CONTROL** is key.

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## Week 5

Warm-Up: ROUND, UNDER , OVER in PAIRS

NUMBER GAME in pairs – gymnasts have to try and create different numbers with their bodies using gymnastic position

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

## PARNTER WORK

1. .Explanation and demonstrations of MATCHING, MIRRORING and CANNON
- 2). Give a couple of challenges to get children to think about how they can work together effectively.
  - \* A roll MATCHING
  - \* A roll in CANNON
  - \* A jump MATCHING
  - \* A shoulder stand MIRRORING
- 3). Also ensure children understand that when making up a sequence, if they want to move from one place to another try and think about travelling in a gymnastics way either using a skill or smart teps.
- 4). MATCHING AND MIRROR SHAPE ACTIVITY. Using the challenge sheets can the gymnasts match and mirror each other correctly.

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## **Week 6**

Warm-Up: ROUND, UNDER , OVER in PAIRS -TEAHER to LEAD

NUMBER GAME in pairs – gymnasts have to try and create different numbers with their bodies using gymnastic position -TEACHER TO LEAD

APPARATUS and FLOOR WORK.

Group split in half.

1). One half to work in pairs and start to put a GYMNASTICS SEQUENCE together. Trying to include:

\*A VARIETY OF SKILLS

\* SMOOTH LINKS

\*USING DIFFERET METHODS; Matching, Cannon e.t.c

2). The other half to have a go at

\* Cartwheel off end, over or along a bench

\* Vaulting over trestles

DEMONSTRATTIONS of GOOD SEQUENCE WORK and explain why

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## Week 7

Warm-Up: Different conditioning exercises. 1-5. Ensure gymnasts know how to perform press-up, Burpee and Jumping Jacks. They then do 1 of each exercise, then 2, then 3 e.t.c

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.

