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Gymnastics long term planning Years EYFS to KS1

NOTE: all these are **base** plans only, which are to be adjusted according to children’s needs/abilities as weeks progress

| Week 1: Jumping Focus | | | |
|---|---|--|---|
| NURSERY: Combination of “Colours” and “Islands” theme | RECEPTION | YEAR 1 | YEAR 2 |
| <p>NOTE: End all NURSERY sessions with 10 min supported play element, with children exploring sports/play equipment in own time and own movements – support where necessary and encourage children to come up with new ways of moving/using equipment</p> <p>Warm up Any 2/3 action songs from PE cds e.g. Grand Old Duke OY. Extend to jumping movements and challenges to e.g. “jump high” “jump far” “jump low”</p> <p>Main input Put low level apparatus out and repeat challenges from above on it, encouraging safe jumping</p> <p>10 min (supported) free play Provide children with variety of equipment e.g. quoits, beanbags, hoops etc. and allow free play time around “island” setup</p> | <p>Warm up Discuss and demonstrate different types of jumps with children, as follows: Bunny hops, Standard hop, leap from foot to foot, frog jumps, twist jumps. Ask children to jump around according to different jump commands, then ask children to make up their own jumps and change on whistle blow</p> <p>Main input Move onto apparatus and perform sequence of jumps – use this opportunity to discuss safe landing off higher obstacles e.g. bend knees, both feet landing</p> <p>Cool down Choose children to perform their different jumps, using it as an opportunity to begin pathway discussion as per next week’s lesson</p> | <p>Warm up Sticks, bridges, rocks, tree game – split children in 4 groups as above. Jog around and freeze in set shape on whistle – “unfreeze” a group and time them as they “unfreeze” the rest by going under, over etc. Each group get a try to beat score.</p> <p>Main input Teach through jump varieties e.g. 1 foot to 2 foot, 2 to 1 , leaps etc. and children to try to create a sequence. Extend onto apparatus and rotate, encouraging children to use variety and increasing the different amount of jumps</p> <p>Cool down Choose children to perform their different sequences, using it as an opportunity to begin pathway discussion as per next week’s lesson</p> | <p>As per Year 1, with awareness of progression as follows:</p> <ul style="list-style-type: none"> More imaginative use of apparatus e.g. jumping over/under More challenging apparatus e.g. higher, longer Partner jump “sequence” Presentation of arms after each jump as if to present to judges More defined body tension + other progression where applicable |
| Teacher’s notes | Teacher’s notes | Teacher’s notes | Teacher’s notes |

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| Week 2: Pathways/Travelling Focus | | | |
|---|---|---|--|
| NURSERY: Combination of “Colours” and “Islands” theme | RECEPTION | YEAR 1 | YEAR 2 |
| <p>Warm up Set hall up with series of random skipping ropes and hoops + at least one bench for children to move around in time with pieces of differently paced music. Demonstrate jumps again and discuss pathways with examples of “spiky” music etc.</p> <p>Main input Put skipping ropes out in rough circle. Explain that this is an island and the outside is the sea and introduce range of different movements and pathways to match e.g. Tiptoe around the “shoreline”, bunny hop inland, jump and splash in the sea. Extend to include sharks in the sea, with children swimming out and back</p> <p>10 min (supported) free play as per last week</p> <p>Cool down – “Colours” focus Stop play and ask children to sit down with any equipment they have. Put 4 R, Y, B, G hoops in centre of island and ask children to come up (in order of “sitting nicely”) and place their equipment in the correct coloured hoop</p> | <p>Warm up Recap jumping from last week and ask children to show a straight line sequence of different jumps. Children to then respond to whistle “freeze” and verbal commands e.g. “Bunnies”, “leaping Lords”, “Hopping mad” and “Leapfrog”. Extend to discussion of different pathways with terms as per year 1 lesson e.g. wiggly, zig zag, twist/turn, high/low</p> <p>Main input As per main input for year 1 lesson, adjusted where necessary</p> <p>Cool down Ask each group to perform their jumps, all starting at different points on apparatus and doing at least a 3 jump sequence</p> | <p>Warm up Play “<i>Jack in the box</i>” game, with children in 4 groups. On freeze command, children freeze on spot and bob down when touched on head by the group who is “it”, but jump up again going “boing!”. On second touch from another “It” team member, they sit down, fold arms and say “Jack in the box” grumpily. Repeat for each team.</p> <p>Main input Discuss terms “travelling” and “pathway”. Ask children to repeat their jump sequence in a shape other than a straight line e.g. wiggly, zig zag, twist/turn, high/low. Extend to apparatus and ask children to create a sequence of jumps in an interesting pathway. Rotate apparatus and monitor, encouraging variety of pathways and full use of all apparatus</p> <p>Cool down Ask each group to perform their jumps, all starting at different points on apparatus and doing at least a 4 jump sequence</p> | <p>As per Year 1, with awareness of progression as follows:</p> <ul style="list-style-type: none"> • More imaginative use of apparatus e.g. crawling over/under • More challenging apparatus e.g. higher, longer • Partner pathway “sequence” • Intertwining pathways with partners • Opposite direction use of apparatus |
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| Week 3: Balance Focus | | | |
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| NURSERY: Combination of “Colours” and “Islands” theme | RECEPTION | YEAR 1 | YEAR 2 |
| <p>Warm up Use music from Val Sabin disc (or other music that is short and changes pace between tracks) to play game of statues. Encourage children to listen carefully to music and respond to the changes in tone, instruments and pace, developing balances while progressing into e.g. high/low, and simple versions of points and patches.</p> <p>Main input Repeat Volcano activity from last week, but this time with balance focus, using stops/starts in music to support as per warm up</p> <p>10 min (supported) free play Group children into colours and ask each group to tiptoe around gently before asking each group to peel off and line up quietly</p> | <p>As per Year 1, with awareness of progression as follows:</p> <ul style="list-style-type: none"> • Lower level apparatus • Paired balances only if the children are ready • Stop/starting lesson more frequently if more intervention required | <p>Warm up Run around, mouse steps and freeze on whistle in balance. Repeat, teaching concepts of points and patches and children responding to how many whistle blows e.g. 3 = 3 point balance</p> <p>Main input Refine balances and discuss need for good body tension – move to apparatus and ask children to choose a place on it to balance. Rotate to new balance each whistle blow – extending to more variety and different ways of travelling between different balances. Rotate apparatus, extending skills</p> <p>Cool down Keep rotating around apparatus and ask children to work in pairs and then as a full group to create a balance</p> | <p>As per Year 1, with awareness of progression as follows:</p> <ul style="list-style-type: none"> • More complex balances • Greater amount of partner work e.g. cumulative, paired “sequence” of balances • More defined body tension |
| <u>Teacher’s notes</u> | <u>Teacher’s notes</u> | <u>Teacher’s notes</u> | <u>Teacher’s notes</u> |

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Week 4: Rolling Focus

| NURSERY: Combination of “Colours” and “Islands” theme | RECEPTION | YEAR 1 | YEAR 2 |
|---|---|--|--|
| <p>Warm up “Animal hoops” Put hoops in circle to make series of stepping stone “islands”. Move around islands in response to music and refer to animal movements e.g. roaring lion, tall giraffe. When music stops, children to go to an island (can share). Shout out colour and the children in that colour have to do a forfeit (e.g. five star jumps) in centre of circle.</p> <p>Main input Explain that we are going to work on a zoo story today – put 4 mats out and group children into 4 “noisy” animal groups e.g. lions, tigers, bees, elephants. Talk through zoo keeper story, with zookeeper releasing each set of animals for “quiet” exercise. Repeat for “noisy” exercise.</p> <p>10 min (supported) free play as per notes from first lesson</p> | <p>Warm up Variation of year 2 Sticks, bridges, rocks, tree game, with children freezing on whistle/music stop in shape specified – move on to actual full game as per year 2 if capable</p> <p>Main input As per Year 1, with awareness of progression</p> <p>Cool down Have 10 min “performing” session, with children demonstrating how they have added their rolls to their interesting jumps/pathways etc. from previous weeks</p> | <p>Warm up (as per week 1, but with greater emphasis on body tension) Sticks, bridges, rocks, tree game – split children in 4 groups as above. Jog around and freeze in set shape on whistle – “unfreeze” a group and time them as they “unfreeze” the rest by going under, over etc. Each group get a try to beat score.</p> <p>Main input Gather group around and teach log roll and forward roll. Move onto apparatus and ask children to move around it trying to put together a sequence of rolls. Stop after each rotation for children to perform for others.</p> <p>Cool down Play log roll group game, by selecting groups of 4/5 to come up and roll down two mats as one, scoring each group on body tension, timing and straightness.</p> | <p>As per Year 1, with awareness of progression as follows:</p> <ul style="list-style-type: none"> • Find opportunities for partner roll work, either as cannon or mirror • Greater ruse of apparatus e.g. rolling on/off apparatus onto mat • Integration of rolls after jumping and landing |
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| Week 5: sequence focus | | | |
|--|--|--|---|
| NURSERY: Combination of "Colours" and "Islands" theme | RECEPTION | YEAR 1 | YEAR 2 |
| <p><u>NOTE: THIS WEEK AND NEXT WEEK'S ACTIVITIES LINKING TO MORE TRADITIONAL GYMNASTIC WORK</u></p> <p><u>Warm up</u> "The grand old duke of york" marching and actions, asking children to "freeze like soldiers" when music is paused (i.e. body tension) + repeat with several songs e.g. from action 500 cd</p> <p><u>Main input</u> Setup circular apparatus with different stations for jumping (e.g. hoops) Rolling (mats) and balances (benches, cones) and ask children to move around to music. Repeat with equipment to take around and balance.</p> <p><u>10 min (supported) free play</u></p> | <p>As per Year 1, with awareness of progression as follows:</p> <ul style="list-style-type: none"> • Lower level apparatus • Paired balances only if the children are ready • Stop/starting lesson more frequently if more intervention required | <p><u>Warm up</u> Put assorted music tracks on and ask children to respond and move to the rhythm by using all the skills we have learned e.g. log roll followed by zig zag jumping pathway etc. Extend to asking children to suggest animals that match the music and to move in that style, freezing on music stop in point or patch balance</p> <p><u>Main input</u> Children to perform sequence of moves around their apparatus, including elements of jumping, rolling, balancing and differing pathways. Give each child an object to carry around e.g. beanbag, quoit, ribbon stick and repeat exercise. Stopping for performances at the end of each rotation.</p> <p><u>Cool down</u> Play music again and repeat freeze exercise from warm-up, asking children to concentrate on good body tension in their balances</p> | <p>As per Year 1, with awareness of progression as follows:</p> <ul style="list-style-type: none"> • Greater body control and response to music • More controlled use of equipment e.g. throwing/following/catching/rolling • Partner work extension task e.g. cannon work, mirror work |
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| Week 6: Compiling a sequence | | | |
|---|--|-------------------------------|-------------------------------|
| NURSERY: Combination of "Colours" and "Islands" theme | RECEPTION | YEAR 1 | YEAR 2 |
| Choose any of previous week's activities that were especially successful and repeat | Repeat last week's lesson format, but revising/refining performance and key points of each focus area e.g. body tension/rolling/jumping/pathways until children are able to perform completed sequence at lesson end, either with or without music and/or equipment. | | |
| <u>Teacher's notes</u> | <u>Teacher's notes</u> | <u>Teacher's notes</u> | <u>Teacher's notes</u> |
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