

# A quick guide to **gymnastics** for teachers

Reception/Foundation – Year 6



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## Reception/Foundation – Year 2

Reception / Prep	Year 1-2
<b>STRAND: MOVEMENT AND PHYSICAL ACTIVITY</b>	
<b>Moving our bodies sub-strand</b>	
practise fundamental movement skills in minor game and play situations AC9HPFM01	practise fundamental movement skills and apply them in a variety of movement situations AC9HP2M01
experiment with different ways of moving their body safely and manipulating objects and space AC9HPFM02	investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness AC9HP2M02
<b>Making active choices sub-strand</b>	
participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active AC9HPFM03	participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable AC9HP2M03
<b>Learning through movement sub-strand</b>	
follow rules to promote fair play in a range of physical activities AC9HPFM04	co-construct and apply rules to promote fair play in a range of physical activities AC9HP2M04
	apply strategies to work collaboratively when participating in physical activities AC9HP2M05
<b>STRAND: PERSONAL, SOCIAL AND COMMUNITY HEALTH</b>	
<b>Interacting with others sub-strand</b>	
practise personal and social skills to interact respectfully with others AC9HPFP02	identify and explore skills and strategies to develop respectful relationships AC9HP2P02
explore how to seek, give or deny permission respectfully when sharing possessions or personal space AC9HPFP04	practise strategies they can use when they need to seek, give or deny permission respectfully AC9HP2P04
<b>Making healthy and safe choices sub-strand</b>	
demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe AC9HPFP05	identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe AC9HP2P05

**Focus areas:** Health benefits of physical activity; Safety; Active play and minor games; Challenge and adventure activities; Fundamental movement skills; Rhythmic and expressive activities.

**Program Goal:** Provide opportunities for students to explore moving in different ways

A typical lesson structure for this age group is:

- Warm up (5-10 minutes)
- Challenge (5-10 minutes)
- Activity circuit (20-30 minutes)

This allows for transition time within a 50-minute lesson. The structure of your lesson will need to be adapted to suit your school.

The **warm up** is an activity that gets everybody moving with minimal set up. This is also a good opportunity to include movement to music to develop rhythm. Some examples include Statues, Bear & Crab Tag, Clumps, Hoop Jumps, Long Rope.

The **challenge** is a whole-class activity that may include individual or partner work. It should have a particular goal that can easily be modified up or down depending on student ability. For younger students this may be a game of “Simon Says” to help teach shape names. For older students it could be a physical challenge such as partner claps in front support. This is also a great time to include cross-curriculum links such as numeracy (counting in different ways), literacy (spelling words), or other languages.

One of the best ways to offer a broad range of movement skills is through **activity circuits**. During activity circuits, students move freely around the activities in a set order. This allows the teacher to focus their attention at a particular activity. You can also swap 1-2 activities each week to provide variety in the activities while maintaining the consistency of the structure of the lesson.

\*Be ready to allow students to “boost” to a different activity if you notice a bottleneck

\*Use number cones or blocks to mark each activity.

- helps to direct students around the circuit
- provides a place to start a line if there are more than 1 student waiting
- provides organisational cues when you are moving students around the circuit (i.e. “start at activity 3”, “boost to activity 6”)

Modern gymnastics uses a framework of Movement Patterns rather than skills. The inventor of this taxonomy and primary author is [Keith Russell](#). Russell’s Gymnastic Movement Patterns are: *Statics, Locomotion, Spring, Landing, Rotation and Swing*. Keith provides a great explanation of this taxonomy in his presentation titled, [“Gymnastics Movement – A Biomechanical taxonomy for All Gymnastics and Acrobatic Sports”](#)

While the GMP model is great for teaching gymnastics skills, I have adapted this model for use in schools. When considering activities in a school setting I use the movement categories below:

- *Balance*
- *Support*
- *Object Management*
- *Spring & Landing*
- *Hang*
- *Rotation*

Movements may also be performed with linear movement (locomotor) or without linear movement (statics). Furthermore, movement skills may fall into multiple categories (e.g. running combines spring, landing and balance).

The table below provides some examples of activities within each of the movement patterns. You can also find some video examples on our YouTube channel - [www.youtube.com/@alphagymau](http://www.youtube.com/@alphagymau)

<b>Balance</b>	<b>Spring &amp; Landing</b>	<b>Support</b>
Balance on 1 foot Wobble boards Walking along a balance beam Moving on sliders	Running Jumping Hopping Leaping / Ninja Steps Safety roll Trampolines	Animal walks Bunny hops Wall walks

<b>Hang</b>	<b>Rotation</b>	<b>Object Management</b>
Climbing Swinging Monkey bars Rope pull Pull along floor on scooter board	Log roll Egg roll Rock & roll Forward roll Cartwheel Spin Jump	Throwing, Catching, Rolling, Passing Combinations of movements Use a variety of objects with regular and irregular shapes such as bean bags, balls, hoops, scarves, dog toys

When beginning a unit with young students it is best to start with whole-class activities. You may introduce a circuit with only 5 activities before progressing to up to 10 activities as students learn independence in the learning environment. For older students I aim for around 8-10 activities in a circuit (for a class of 20-30 students).

## Year 3 – Year 4

### STRAND: MOVEMENT AND PHYSICAL ACTIVITY

#### Moving our bodies sub-strand

refine and apply fundamental movement skills in new movement situations

AC9HP4M01

apply and adapt movement strategies to achieve movement outcomes

AC9HP4M02

demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences

AC9HP4M03

#### Making active choices sub-strand

participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well

AC9HP4M04

participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others' participation

AC9HP4M05

explore recommendations about physical activity and sedentary behaviours, and discuss strategies to achieve the recommendations

AC9HP4M06

#### Learning through movement sub-strand

apply creative thinking when designing movement sequences and solving movement problems

AC9HP4M07

apply rules and scoring systems to promote fair play when participating or designing physical activities

AC9HP4M08

perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities

AC9HP4M09

### STRAND: PERSONAL, SOCIAL AND COMMUNITY HEALTH

#### Interacting with others sub-strand

select, use and refine personal and social skills to establish, manage and strengthen relationships

AC9HP4P04

explain how and why emotional responses can vary and practise strategies to manage their emotions

AC9HP4P06

rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required

AC9HP4P07

#### Making healthy and safe choices

describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations

AC9HP4P08

**Focus areas:** Health benefits of physical activity; Safety; Active play and minor games; Challenge and adventure activities; Fundamental movement skills; Rhythmic and expressive activities.

**Program Goal:** Provide opportunities for students to develop a range of movement skills that are the foundation for an active lifestyle including participation in sports

A typical lesson structure for this age group is:

- Warm up (5-10 minutes)
- Challenge (5-10 minutes)
- Activity stations (20-30 minutes)

Warm up and challenge activities are the same as for Reception - Year 2 however the challenge of each activity can be increased. Challenges at this level can include some problem solving through “but you must” and “but you can’t” statements. For example, start sitting on your bottom. Your goal is to finish standing with your feet together:

- “but you can’t touch your hands on the floor”
- “but you must keep 1 of your legs straight at all times”
- “but you must hold your partner’s hand at all times”

During **activity stations**, students work in small groups at a particular station until the teacher directs them to move to the next one. This structure allow students to repeat multiple attempts at a particular task, reflecting and adjusting their strategy after each attempt. Each activity should be easily modified to suit a range of abilities. You may also need to include other minor activities to keep students busy. These activities should supplement the main activity. Activity stations allow you to develop more complex gymnastic movements such as cartwheel, handstand, trampoline skills. Some examples of skills to develop in activity stations include:

Balance	Spring & Landing	Support
Balance beams (moving along a beam, moving in place on a beam, solving group problems) Precision jumps (e.g. jumping onto a beam)  *Can also combine object management	Running Jumping Hopping Leaping Ninja Steps Trampolines	Animal walks Parallel Bars Tunnel Ball Wall walks Handstands

Hang	Rotation	Object Management
Climbing Swinging Monkey bars Long swings	Forward roll Cartwheel Jumps with turns	Throwing Catching Rolling Passing Juggling Combinations of movements  Use a variety of objects with regular and irregular shapes such as bean bags, balls, hoops, scarves, dog toys  * <a href="#">Sport Stacking</a> could also be included here

You can also find some video examples on our YouTube channel -

[www.youtube.com/@alphagymau](http://www.youtube.com/@alphagymau)

## Year 5 - Year 6

### STRAND: MOVEMENT AND PHYSICAL ACTIVITY

#### Moving our bodies sub-strand

adapt and modify movement skills across a variety of situations

AC9HP6M01

transfer familiar movement strategies to different movement situations

AC9HP6M02

investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes

AC9HP6M03

#### Making active choices sub-strand

participate in physical activities to investigate the body's reaction to different levels of intensity

AC9HP6M04

participate in physical activities that enhance health and wellbeing in natural and outdoor settings, and analyse the steps and resources needed to promote participation

AC9HP6M05

propose and explain strategies to increase physical activity and reduce sedentary behaviour levels in their lives

AC9HP6M06

#### Learning through movement sub-strand

predict and test the effectiveness of applying different skills and strategies in a range of movement situations

AC9HP6M07

devise and test alternative rules and game modifications to support fair play and inclusive participation

AC9HP6M08

participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities

AC9HP6M09

### STRAND: PERSONAL, SOCIAL AND COMMUNITY HEALTH

#### Interacting with others sub-strand

describe and demonstrate how respect and empathy can be expressed to positively influence relationships

AC9HP6P04

apply strategies to manage emotions and analyse how emotional responses influence interactions

AC9HP6P06

describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully

AC9HP6P07

#### Making healthy and safe choices

analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations

AC9HP6P08

Focus areas: Health benefits of physical activity; Safety; Active play and minor games; Challenge and adventure activities; Fundamental movement skills; Rhythmic and expressive activities.

Program Goal: Provide opportunities for students to practise skills and sequences within the sport of gymnastics and evaluate their movement against set criteria

The sport of gymnastics is diverse consisting of many different disciplines. The disciplines of gymnastics in Australia are:

- Men's Artistic Gymnastics
- Women's Artistic Gymnastics
- Rhythmic Gymnastics
- Trampoline Gymnastics (including Tumbling)
- Acrobatic Gymnastics
- Aerobic Gymnastics
- Gymnastics for All (including TeamGym, Parkour / Free G, KinderGym, Performance Gymnastics)

You may choose to include any number of these disciplines in your program depending on the equipment you have available and your own personal experience. Most schools have equipment that allows for easy implementation of a modified TeamGym program. Students generally enjoy this type of program as mini-trampolines are an exciting piece of equipment to use and they are able to perform as a team with their friends rather than by themselves.

A typical lesson structure for this age group is:

- Warm up (5-10 minutes)
- Challenge (5-10 minutes) – depending on the lesson
- Skill practise / student-led planning (20-30 minutes)

The next 5 pages are able to be printed for your gymnastics unit. If you only have 1 mini trampoline or crashmat students could perform 4 individual passes. You may need consider setting up other activities throughout each lesson to ensure each group gets time to practise on the trampoline. This could include physical conditioning activities and planning.

A sample unit of gymnastics in year 5 - 6 would be:

- Lesson 1 – Introduce skills and unit, review safety and shapes
- Lesson 2-4 – Student-led practise
- Lesson 5 (& 6 if required) - Performances



# Mini Tramp

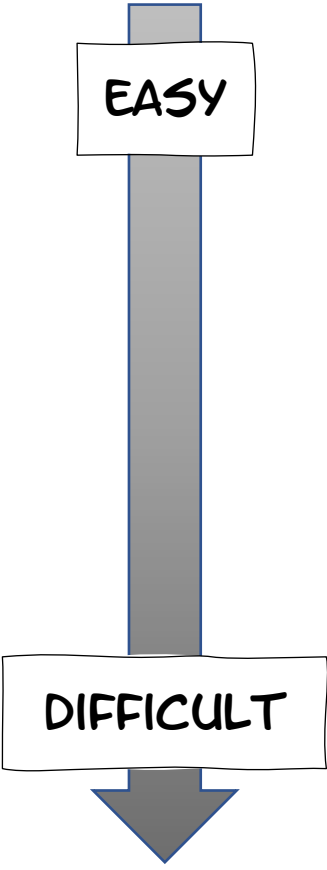
The Mini Trampoline event consists of 4 jumps by each team.

There is no reward for attempting harder skills.

Students should construct routines so that skills become progressively harder with each team member, during each pass. This is known as intensification. Students may be required to change the student order for each jump.

Students should commence their pass as the student before them jumps. This is known as streaming.

At the conclusion of each jump, team members wait at the back or side of the landing area until all team members have jumped before walking, marching or jogging back to the start together. At the conclusion of the final jump, team members will present together.



Straight/Rocket Jump
Star Jump
Tuck Jump
Straddle Pike Jump
Jump ½ Turn
Tuck Jump ½ Turn
Split Jump
Wolf Jump
Pike Jump
Jump 1/1 Turn
<i>*Dive Roll</i>
<i>*Front Salto (also ½ or 1/1t)</i>
<i>*Layout Salto (also ½ or 1/1t.)</i>
<i>These skills should only be performed in the presence of a qualified gymnastics instructor.</i>

# Jump Shapes

**Straight / Rocket**



**Star**

**Tuck**



**Straddle pike**



**½ turn (180)**



**Split jump**



- Maintain core stability
- Long body & leg lines
- Control landing

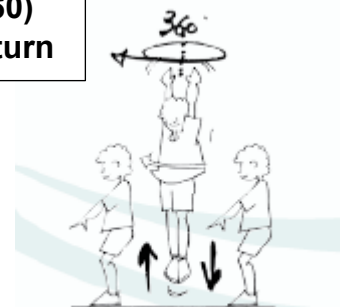
**Wolf jump**



**Pike**



**Full turn (360) 1/1 turn**



**Jump 360 Degree Turn**

# *Student Planning*

<b>Group Members: (6-8)</b>		

	Pass 1 - Synchronised		Pass 2 - Synchronised	
Order	Students	Skill	Students	Skill
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				

	Pass 3 - Individual		Pass 4 - Individual	
Order	Student	Skill	Student	Skill
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				
<b>7</b>				
<b>8</b>				

# ***Student Self-Reflection Checklist***

	Did I....
<b>Moving our bodies</b>	<ul style="list-style-type: none"><li>• Perform a variety of skills?</li><li>• Adjust my movements to suit the situation?<ul style="list-style-type: none"><li>○ Stream my pass (no breaks between students)?</li><li>○ Jump high?</li><li>○ Show a clear shape (form &amp; body control)?</li><li>○ Land with control?</li><li>○ Discuss and try different strategies to improve my jumps?</li></ul></li></ul>
<b>Making active choices</b>	<ul style="list-style-type: none"><li>• Participate in all activities?</li><li>• Investigate activities involving power?</li><li>• Propose and try strategies to increase involvement during gymnastics sessions?</li></ul>
<b>Learning through movement</b>	<ul style="list-style-type: none"><li>• Try different movement skills and techniques?</li><li>• Contribute to group discussions?</li></ul>
<b>Interacting with others</b>	<ul style="list-style-type: none"><li>• Demonstrate respectful behaviour?</li><li>• Manage my emotional responses?</li><li>• Communicate effectively with other students?</li></ul>
<b>Making healthy and safe choices</b>	<ul style="list-style-type: none"><li>• Seek assistance when required?</li></ul>

# Year 5-6 Assessment Guide

MINI TRAMP	Above Standard	At Standard	Below Standard
<b>Moving our bodies</b>	<ul style="list-style-type: none"> <li>• Performs 4 different skills</li> <li>• Significant lift in jump with time to clearly complete movement before landing</li> <li>• Clear shape shown in the air with outstanding precision</li> <li>• Lands on feet with complete control</li> <li>• Consistent flow with 1 student moving</li> </ul>	<ul style="list-style-type: none"> <li>• Performs 2-3 different skills</li> <li>• Jumps with enough time to complete movement</li> <li>• Clear shape shown in the air</li> <li>• Lands on feet with some control</li> <li>• Consistent flow with 1 student moving at most times</li> </ul>	<ul style="list-style-type: none"> <li>• Performs the same skill on each jump</li> <li>• Unable to complete movement before landing</li> <li>• Shape in air is unrecognisable</li> <li>• Landing without control or with fall</li> <li>• Inconsistent flow with gaps between each student</li> </ul>
<b>Making active choices</b>	<ul style="list-style-type: none"> <li>• Participates in all activities</li> <li>• Reflects thoughtfully on effort after each session and proposes strategies to increase engagement in subsequent lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in most activities</li> <li>• Reflects on effort after each session</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely participates in activities</li> <li>• Offers little reflection on personal effort</li> </ul>
<b>Learning through movement</b>	<ul style="list-style-type: none"> <li>• Consistently practises movements purposefully</li> <li>• Consistently discusses group strategies</li> <li>• All skills performed in order from easiest to most difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Practises movements purposefully</li> <li>• Contributes to group discussions</li> <li>• Most skills performed in order from easiest to most difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely practises movements purposefully</li> <li>• Rarely contributes to group discussions</li> <li>• Few skills performed in order from easiest to most difficult</li> </ul>
<b>Interacting with others</b>	<ul style="list-style-type: none"> <li>• Consistently participates positively with others</li> <li>• Consistently manages emotional responses to situations</li> <li>• Consistently uses effective communication strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Participates positively with others</li> <li>• Manages emotional responses to situations</li> <li>• Uses effective communication strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely participates positively with others</li> <li>• Rarely manages emotional responses to situations</li> <li>• Rarely uses effective communication strategies</li> </ul>
<b>Making healthy and safe choices</b>	<ul style="list-style-type: none"> <li>• Seeks assistance and takes considered risks when trying new movements</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts assistance and takes considered risks when trying new movements</li> </ul>	<ul style="list-style-type: none"> <li>• Avoids assistance or takes unnecessary risk when trying new movements</li> </ul>