

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

Reception/Foundation – Year 6



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## Reception/Foundation – Year 2

	REC	Year 1-2
<b>Moving our body sub-strand</b>		
<b>Refining Movement skills</b>	Practise fundamental movement skills and movement sequences using different body parts (ACPMP008)	Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025)
<b>Developing movement concepts and strategies</b>	Participate in games with and without equipment (ACPMP009)	Create and participate in games with and without equipment (ACPMP027)
<b>Understanding movement sub-strand</b>		
<b>Elements of movement</b>	Identify and describe how their body moves in relation to effort, space, time, objects and people (ACPMP011)	Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)
<b>Learning through movement sub-strand</b>		
<b>Teamwork and leadership</b>	Cooperate with others when participating in physical activities (ACPMP012)	Use strategies to work in group situations when participating in physical activities (ACPMP030)
<b>Critical and creative thinking in movement</b>	Test possible solutions to movement challenges through trial and error (ACPMP013)	Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)
<b>Ethical behaviour in movement settings</b>	Follow rules when participating in physical activities (ACPMP014)	Identify rules and fair play when participating in physical activities (ACPMP032)

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.

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

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

Moving our body sub-strand	
<b>Refining Movement skills</b>	Practise and refine <b>fundamental</b> movement skills in a variety of movement sequences and situations (ACPMP043)
<b>Developing movement concepts and strategies</b>	<b>Practise</b> and apply movement concepts and strategies with and without equipment (ACPMP045)
Understanding movement sub-strand	
<b>Elements of movement</b>	<b>Combine</b> elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)
Learning through movement sub-strand	
<b>Teamwork and leadership</b>	Adopt inclusive practices when participating in physical activities (ACPMP048)
<b>Critical and creative thinking in movement</b>	<b>Apply</b> innovative and creative thinking in solving movement challenges (ACPMP049)
<b>Ethical behaviour in Movement settings</b>	<b>Apply</b> basic rules and scoring systems, and <b>demonstrate</b> fair play when participating in physical activities (ACPMP050)

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:

<b>Balance</b>	<b>Spring &amp; Landing</b>	<b>Support</b>
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

<b>Hang</b>	<b>Rotation</b>	<b>Object Management</b>
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

Moving our body sub-strand	
<b>Refining Movement skills</b>	Practise <b>specialised</b> movement skills and apply them in a variety of movement sequences and situations (ACPMP061)
<b>Developing movement concepts and strategies</b>	<b>Propose</b> and apply movement concepts and strategies with and without equipment (ACPMP063)
Understanding movement sub-strand	
<b>Elements of movement</b>	<b>Manipulate and modify</b> elements of effort, space, time, objects and people to perform movement sequences (ACPMP065)
Learning through movement sub-strand	
<b>Teamwork and leadership</b>	<b>Participate positively</b> in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)
<b>Critical and creative thinking in movement</b>	<b>Apply</b> critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068)
<b>Ethical behaviour in Movement settings</b>	<b>Demonstrate</b> ethical behaviour and fair play that aligns with rules when participating in a range of physical activities (ACPMP069)

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

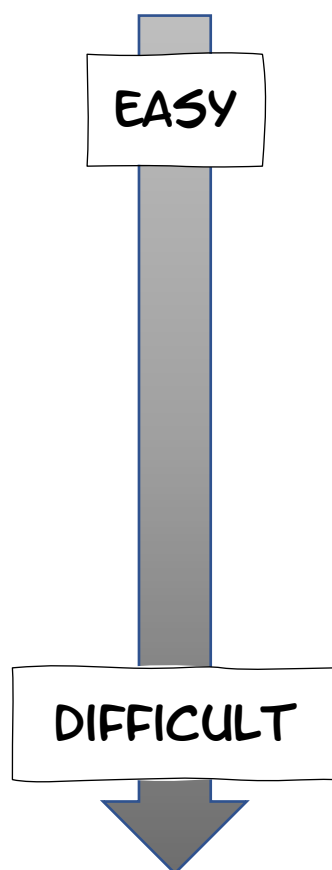
The Mini Trampoline event consists of 4 jumps by each team.

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)**



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



**Split jump**

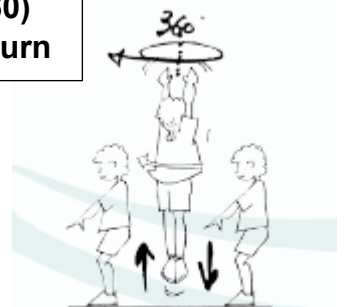
**Wolf jump**



**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
1				
2				
3				
4				

	Pass 3 - Individual		Pass 4 - Individual	
Order	Student	Skill	Student	Skill
1				
2				
3				
4				
5				
6				
7				
8				

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

	Did I....
<b>Refining Skills</b>	<ul style="list-style-type: none"><li>• Perform a variety of skills?</li><li>• Practise movements &amp; seek feedback?</li></ul>
<b>Movement Strategies</b>	<ul style="list-style-type: none"><li>• Perform elements in the correct order (Intensification - easy to difficult)?</li></ul>
<b>Manipulate and modify elements of movement</b>	<ul style="list-style-type: none"><li>• Jump high?</li><li>• Show a clear shape (form &amp; body control)?</li><li>• Land with control?</li><li>• Stream my pass (no breaks between students)?</li></ul>
<b>Participation</b>	<ul style="list-style-type: none"><li>• Participate positively with others?</li></ul>

# Year 5-6 Assessment Guide

MINI TRAMP	Outstanding	Accomplished	Developing	Beginning
<b>Refining Movement Skills</b>	<ul style="list-style-type: none"> <li>• Performs 4 different skills</li> <li>• Consistently practises movements purposefully</li> <li>• Regularly seeks feedback (peers, video, teacher) to modify performance</li> </ul>	<ul style="list-style-type: none"> <li>• Performs 3 different skills</li> <li>• Practises movements purposefully</li> <li>• Uses feedback (peers, video, teacher) to modify performance</li> </ul>	<ul style="list-style-type: none"> <li>• Performs 2 different skills</li> <li>• Occasionally practises movements purposefully</li> <li>• Occasionally uses feedback (peers, video, teacher) to modify performance</li> </ul>	<ul style="list-style-type: none"> <li>• Performs the same skill on each jump</li> <li>• Rarely practises movements purposefully</li> <li>• Rarely uses feedback (peers, video, teacher) to modify performance</li> </ul>
<b>Developing Movement Concepts &amp; Strategies</b>	<ul style="list-style-type: none"> <li>• All skills performed in order from easiest to most difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Most skills performed in order from easiest to most difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Some skills performed in order from easiest to most difficult</li> </ul>	<ul style="list-style-type: none"> <li>• No skills performed in order from easiest to most difficult</li> </ul>
<b>Manipulate and modify elements of movement</b>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>• Jumps with enough time to complete movement as landing</li> <li>• Shape in the air is recognisable but poorly executed</li> <li>• Lands on feet without control</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to complete movement before landing</li> <li>• Shape in air is unrecognisable</li> <li>• Landing without control or with fall</li> </ul>
	<ul style="list-style-type: none"> <li>• Consistent flow with 1 student moving at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent flow with 1 student moving at most times</li> </ul>	<ul style="list-style-type: none"> <li>• Some consistent flow between some students</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent flow with gaps between each student</li> </ul>
<b>Participation</b>	<ul style="list-style-type: none"> <li>• Consistently participates positively with others</li> </ul>	<ul style="list-style-type: none"> <li>• Participates positively with others</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally participates positively with others</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely participates positively with others</li> </ul>