GYMNASTICS PROGRAM INTRODUCTION

Congratulations and thank you for choosing to implement one of Australia’s most experienced, renowned and, most importantly, quality assured and approved (by the NSW DET) Gymnastic programs. Effected by our experienced and DET qualified teaching staff, the aim of this program is to provide our youngest generation ample opportunity to participate in fun, exciting and highly beneficial activities that are both cognitively stimulating and physically challenging. Sportspro have been delivering our highly regarded gymnastics programs now within NSW primary schools, both public, independent and catholic, for over 16 years. Such experience has given us an invaluable practical insight into the physical development of young people upon which our programs have continually developed, and will continue to progress to ensure that our children are always experiencing the most up to date teaching and learning environments, advanced educational techniques and most importantly excelling in teaching and learning activities that are directly suitable to their developmental stage.

The purpose of this document is to give you, the client school and classroom teacher, an insight into Sportspro’s gymnastics program, where it is placed within the curriculum and assistance when it comes to assessment and reporting of your students physical capabilities. The ‘Program Overview’ has been formatted as follows:

- Page 3 - 4 Gymnastics Program Syllabus Outcomes – A lesson by lesson overview of the targeted Syllabus Outcomes and key learning indicators
- Page 5 – 18 Teaching and Learning Process:
  - Page 5 Phases of Teaching and Learning
  - Page 5 Lesson Structure
  - Page 6 – 15 Individual Lesson Running Sheets
  - Page 16 – 18 Assessment

We hope that this booklet is of assistance to you in your role as teacher and would like to invite you to provide any feedback you may have on this or any aspect of the practical implication of our program. Our desire is to continue to provide NSW primary schools with the best gymnastics program available, and any contribution that you may wish to make is highly welcomed.

Thank you once again and we hope all members of your school and school community enjoy the program and relish in the benefits each student will achieve.
<table>
<thead>
<tr>
<th>LESSON 1</th>
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<th>LESSON 5</th>
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<tr>
<td>• Takes weight on different parts of the body, using small and large bases of support, eg hands and feet (bunny hops, front support &amp; crab walk), upper body (bar) knees, feet, back, hips.</td>
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# GYMNASTICS PROGRAM SYLLABUS OUTCOMES

## LESSON 6
- Absorbs force when jumping and landing from different heights by landing in motorbike.
- Balances on different body parts, and whilst on an apparatus eg feet on beam, hands and feet in bear walk and front support.
- Repeats movements to form a sequence, eg run, jump, shape, land.

## LESSON 7
- Absorbs force when jumping and landing from different heights and from various apparatus by landing in motorbike.
- Balances on different body parts, with a partner or on an apparatus eg tuck hang and back support.
- Repeats movements to form a sequence, eg run, jump, shape land.

## LESSON 8
- Absorbs force when jumping and landing from different heights and from various apparatus by landing in motorbike.
- Balances on different body parts, with a partner or on an apparatus eg front support, bear walk, jump on boxes.
- Repeats movements to form a sequence, eg run, jump, shape land.

## LESSON 9
- Absorbs force when jumping and landing from different heights and from various apparatus by landing in motorbike.
- Balances on different body parts, with a partner or on an apparatus eg cartwheels over vault, front support on bar, f. support march & crab.
- Repeats movements to form a sequence, eg run, jump, shape, land.

## LESSON 10
- Absorbs force when jumping and landing from different heights and from various apparatus by landing in motorbike.
- Balances on different body parts, with a partner or on an apparatus.
- Recalls and repeats movements to form a sequence, eg run, jump, shape, land. Or roll, static, balance & strength.

## SYLLABUS OUTCOMES

### SKILLS OUTCOMES:

**MOS 1.4** Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations
- Takes weight on different parts of the body, using small and large bases of support, eg arms and shoulders (bar), hands and feet (front support) legs when jumping.
- Transfers weight using a variety of body shapes and positions ie rolling, star hang, arabesque & front support.
- Explores ways of travelling along benches eg backwards walking.
- Performs simple movement sequences involving running & jumping, landing on 2 feet.
- Performs known patterns with different movement qualities eg throw & catch med ball.
- Takes weight on different parts of the body, using small and large bases of support, eg back support, tuck hang and beam walk.
- Transfers weight using a variety of body shapes and positions eg forward roll, bunny hops, lame donkey & jump with full turn.
- Explores ways of travelling along benches/beams eg side/cross walk.
- Performs simple movement sequences involving running, jumping, make a shape and land on two feet.
- Performs known patterns with different movement qualities i.e. throw and catch on beam, tuck hang, jump with full turn.
- Takes weight on different parts of the body, using small and large bases of support, eg front support and beam bear walk.
- Transfers weight using a variety of body shapes and positions eg forward roll, bunny hops, lame donkey and bear walk.
- Explores ways of travelling along benches/beams eg side bear walk.
- Performs simple movement sequences involving run, jump & catch, land on 2 feet.
- Performs known patterns with different movement qualities i.e. throw and catch from tramp.
- Takes weight on different parts of the body, using small and large bases of support, eg cartwheel, bunny hops, front support march jump and land and crabwalk.
- Transfers weight using a variety of body shapes and positions eg bunny hop, crab walk, cartwheel, jump, front support march and lame donkey.
- Performs simple movement sequences involving running and jumping, landing on two feet.
- Performs known patterns with different movement qualities i.e. front support march.
- Takes weight on different parts of the body, using small and large bases of support, eg cartwheel, bunny hops, front support march jump and land and crabwalk.
- Transfers weight using a variety of body shapes and positions.
- Explores ways of travelling along benches using feet and hands.
- Performs simple movement sequences involving running, jumping and landing.
- Experiments with known patterns and adding different movement qualities.
- Draws on imagination to select and choreograph movement patterns.
- Takes weight on different parts of the body, using small and large bases of support, eg hands, knees, feet, back, hips.
- Transfers weight using a variety of body shapes and positions.
- Explores ways of travelling along benches using feet and hands.
- Performs simple movement sequences involving running, jumping and landing.
- Experiments with known patterns and adding different movement qualities.

### KNOWLEDGE & UNDERSTANDING:

**GSY1.10** Follows a simple sequence that links basic movement patterns
- Takes weight on different parts of the body, using small and large bases of support, eg arms and shoulders (bar), hands and feet (front support) legs when jumping.
- Transfers weight using a variety of body shapes and positions ie rolling, star hang, arabesque & front support.
- Explores ways of travelling along benches using feet and hands.
- Performs simple movement sequences involving running & jumping, landing on 2 feet.
- Performs known patterns with different movement qualities eg throw & catch med ball.
- Takes weight on different parts of the body, using small and large bases of support, eg back support, tuck hang and beam walk.
- Transfers weight using a variety of body shapes and positions eg forward roll, bunny hops, lame donkey & jump with full turn.
- Explores ways of travelling along benches/beams eg side/cross walk.
- Performs simple movement sequences involving running, jumping, make a shape and land on two feet.
- Performs known patterns with different movement qualities i.e. throw and catch on beam, tuck hang, jump with full turn.
- Takes weight on different parts of the body, using small and large bases of support, eg front support and beam bear walk.
- Transfers weight using a variety of body shapes and positions eg forward roll, bunny hops, lame donkey and bear walk.
- Explores ways of travelling along benches/beams eg side bear walk.
- Performs simple movement sequences involving run, jump & catch, land on 2 feet.
- Performs known patterns with different movement qualities i.e. throw and catch from tramp.
- Takes weight on different parts of the body, using small and large bases of support, eg cartwheel, bunny hops, front support march jump and land and crabwalk.
- Transfers weight using a variety of body shapes and positions eg bunny hop, crab walk, cartwheel, jump, front support march and lame donkey.
- Performs simple movement sequences involving running and jumping, landing on two feet.
- Performs known patterns with different movement qualities i.e. front support march.
- Takes weight on different parts of the body, using small and large bases of support, eg cartwheel, bunny hops, front support march jump and land and crabwalk.
- Transfers weight using a variety of body shapes and positions.
- Explores ways of travelling along benches using feet and hands.
- Performs simple movement sequences involving running, jumping and landing.
- Experiments with known patterns and adding different movement qualities.

### VALUES & ATTITUDES

**V5** Willingly participates in regular physical activity
- Appreciates the need to participate in physical activity with safety.

**V6** Commits to realising their full potential
- Acknowledges effort in achieving results in the desired gymnastics disciplines.
- Appreciates the features of a skilled gymnastics performance.
- Strives to achieve quality in personal gymnastics performances.

4 GYMNASTICS PROGRAM SYLLABUS OUTCOMES – YEAR 1 – TERM 3
GYMNASTICS PROGRAM  TEACHING AND LEARNING PROCESS

PHASES OF LEARNING - The Sportspro Gymnastics program will consist of four phases of teaching and learning:

**Phase 1** - Creating a Sound Base (Lesson 1 & 2)
Objective: Students will develop an understanding of different static positions and the safety rules needed. Students will also develop the correct landing technique and further develop body control.

**Phase 2** - Expanding knowledge base and skill acquisition (Lessons 3 – 8)
Objective: Students will participate in highly supervised and professionally constructed gymnastics circuits during which time they will become familiar with and develop fundamental performance skills on a variety of apparatus and floor disciplines.

**Phase 3** - Creating own movement patterns (Lessons 9 & 10)
Objective: Students will be given the opportunity to reflect over what they have learned throughout the program when choreographing and performing their own gymnastics routines.

**Phase 4** - Assessment (throughout)
Objective: Students will be assessed throughout the program by Sportspro staff. Assessment will be focused on two key areas; Effort and Ability.

LESSON STRUCTURE:
- **Warm-up:** 5 minute game encompassing cardiovascular activities that will increase heart rate and blood flow to muscles.
- **Stretch:** Dynamic and Static stretches increasing the mobility and range of movement of joints to prepare the body for gymnastics.
- **Lesson Body:** This will vary for during the various phases of teaching and Learning:
  - **Phase 1:** Introductory activities run as a whole class group.
  - **Phase 2:** Gymnastics circuit of 4 to 5 stations will be set up. This section of the lesson will consists of 2 parts; 1. Circuit explanation and demonstrations and 2. Class participation in circuit.
  - **Phase 3:** Sequencing and Routines. This section of the lesson will consists of 2 parts; 1. Choreography: children will be given to design their own gymnastics routines within specific boundaries and limitations, and 2: Performance of choreographed routines.
- **Conclusion:** Class review of teaching and learning content covered, possibly showing some good demonstrations of students that performed well during the lesson.
## GYMNASTICS PROGRAM TEACHING AND LEARNING PROCESS

### INDIVIDUAL LESSON RUNNING SHEETS

**LESSON 1 (Phase 1)**

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
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<th>OUTCOMES (SEE ALSO SYLLABUS OUTCOMES PAGE)</th>
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| Students will develop an understanding of different static positions and the safety rules needed. | • Safety in gym – Do not touch the equipment unless there is a teacher present. Always listen to and follow instructions carefully.  
• A static is when the body is not moving, for e.g. tuck sit, straddle, pin and “L” position etc.  
• There are many different types of movements that can be performed in gymnastics.  
• You need both strength and body control when performing any type of balance.  
• Knees are up close to the chest when you are performing a tuck position.  
• Arms are above the head and the body is tight and straight in the pin position.  
• Legs are apart and straight and hands reach for the toes in the straddle sit.  
• The body should look like a letter “L” with legs out in front of the body, straight and together. Arms are straight above the head.  
• We need strength so that we can perform a variety of gymnastic activities.  
• When performing a ‘lame donkey’ arms should be straight out in front, one leg kicks up higher and feet should come down one foot at a time. | • Warm – up game and stretch.  
• Static positions: Simon Says using the Following static positions:  
  a) Tuck sit  
  b) Straddle  
  c) Pin (also known as pencil position)  
  d) “L” position  
• Angry cats with partners – bunny hop over the top  
• Front support and back support competitions.  
• Lame donkey competition. |  |
| Skills MOS1.4 | • Balances on different body parts, eg hands and knees with angry cats, hands and feet in front and back support and bottom and back in basic static shapes.  
Knowledge and Understanding GYS1.10 | • Takes weight on different parts of the body, using small and large bases of support, eg hands in support positions, lame donkey and bunny hop, knees in angry cats bottom and back in static shapes.  
• Transfers weight using a variety of body shapes and positions, eg donkey kicks and bunny hops.  |
| Values and Attitudes V5 | • Appreciates the need to participate in physical activity with safety  |
| Values and Attitudes V6 | • Acknowledges effort in achieving results in the different gymnastics disciplines.  
• Appreciates the features of a skilled gymnastics performance  
• Strives to achieve quality in personal gymnastics performances  |

| • Floor mats |
## GYMNASTICS PROGRAM TEACHING AND LEARNING PROCESS

### LESSON 2 (Phase 1)

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<th>OUTCOMES (SEE ALSO SYLLABUS OUTCOMES PAGE)</th>
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| Students will develop the correct landing technique and further develop body control. | - **Safety in gym** – Do not touch the equipment unless there is a teacher present. Always listen to and follow instructions carefully.  
- Arms are used when jumping to increase height of the jump.  
- Always land in the motorbike position when jumping. Hold for 3 seconds.  
- Try to keep your body tight and strong all the time to help hold your position and to avoid hurting yourself.  
- There are many different ways that you can move your body in gymnastics.  
- Your body needs to be tight and straight in the front support position.  
- Knees need to come up to the chest when performing a tuck jump.  
- It is important to be flexible in gymnastics so that you can perform the movement more comfortably and can also stop you from hurting yourself. | - Warm – up game and stretch.  
- Tight body tests.  
- In groups have competitions for the following:  
  a. Skipping  
  b. Throwing coits from the front support position  
  c. Tuck jumps on a crash mat  
  d. Performing straight jumps, star jumps, half and full turns (on floor mats)  
  e. Untangling without letting go of anyone’s hands.  
- Review the following balances:  
  f. V-sit  
  g. Tuck sit  
  h. Arabesque (scale)  
  i. Straddle strand | **Skills MOS1.4**  
- Absorbs force when (by using motorbike) tuck, straight and star jumping and landing from different heights.  
- Balances on different body parts, eg balance on one hand and two feet when throwing coits from front support, bottom in V & Tuck sit, feet in straddle and arabesque (scale). | - Floor Mats  
- Crash Mats  
- Cones  
- Skipping Ropes  
- Coits |

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<th>Knowledge and Understanding GYS1.10</th>
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|                      |                      |                      | - Takes weight on different parts of the body, using small and large bases of support, eg feet when landing, bottom and feet when balancing.  
- Transfers weight using a variety of body shapes and positions, eg V-sit, arabesque front support coits.  
- Performs simple movement sequences involving tuck, star and straight jumping and landing on two feet. |                      |

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|                      |                      |                      | - Acknowledges effort in achieving results in the desired gymnastics disciplines.  
- Appreciates the features of a skilled gymnastics performance  
- Strives to achieve quality in personal gymnastics performances |                      |
## GYMNASTICS PROGRAM TEACHING AND LEARNING PROCESS

### LESSON 3 (Phase 2)

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<th><strong>OUTCOMES</strong> (SEE ALSO SYLLABUS OUTCOMES PAGE)</th>
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| Students will complete a gymnastics circuit, developing body control in each of the activities undertaken. | • **Safety in gym** – Do not touch the equipment unless there is a teacher present. Always listen to and follow instructions carefully.  
• 2 Feet on mini tramp  
• Jump for height rather than distance  
Always land in ‘motorbike’ position.  
• Forward rolls - you need to be in tuck position,  
• Keep your chin tucked into your chest, arms are shoulder width apart and placed out in front.  
• When performing the forward roll your head should never touch the mat and you need to land on the back of your shoulders.  
• When walking across a beam try to keep your body nice and tight. Arms are out to the side (‘aeroplane arms’) to help maintain balance.  
• Looking straight ahead rather than down at your feet  
• A log roll is performed when body is placed in pin position along the mat. | • Warm – up game and stretch.  
• **Station 1:**  
  a) Zigzag run  
  b) Straight jump off mini tramp  
  c) Jump through 4 hoops  
• **Station 2:**  
  a) Log rolls with a beanbag  
  b) Crawl along a beam  
  c) Backward jumps off a table  
• **Station 3:**  
  a) Straight jump from a vault into a hoop  
  b) 5 step-ups  
  c) Walk along a beam with a beanbag on head  
• **Station 4:**  
  a) Forward roll down wedge  
  b) Alligator across the bar  
  c) 5 sit-ups | **Skills MOS1.4**  
• Absorbs force when jumping and landing from different heights and in different directions by landing in motorbike position.  
• Balances on different body parts, eg balance on one hand and one knee when crawling along beam  
**Knowledge and Understanding GYS1.10**  
• Takes weight on different parts of the body, using small and large bases of support, eg hands and knees on beam, shoulders and arms on bar, feet when landing.  
• Explores ways of travelling along benches/beams using hands and knees, feet.  
• Performs simple movement sequences involving, straight and backwards jumping and landing on two feet.  
• Performs known patterns with different movement qualities i.e. crawl along beam, backwards jump off table, balance with beanbag on head.  
**Values and Attitudes V5**  
• Appreciates the need to participate in physical activity with safety  
**Values and Attitudes V6**  
• Acknowledges effort in achieving results in the desired gymnastics disciplines.  
• Appreciates the features of a skilled gymnastics performance  
• Strives to achieve quality in personal gymnastics performances | • Floor Mats  
• Crash Mats  
• Cones  
• Wedge  
• Hoops  
• Beams  
• Vault  
• Table  
• Mini tramp  
• Boxes  
• Bar |
## GYMNASTICS PROGRAM TEACHING AND LEARNING PROCESS

### LESSON 4 (Phase 2)

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</table>
| Students will complete a gymnastics circuit, developing body control in each of the activities undertaken. | **Safety in gym** – Do not touch the equipment unless there is a teacher present. Always listen to and follow instructions carefully.  
- When walking on beam look at the end of the beam or straight ahead not your toes.  
- Always jump with two feet on the mini tramp, landing in the middle of the tramp (white mat) not the springs.  
- Arms should be above the head during a straight jump and log roll.  
- For a straight jump, aim for height not distance.  
- Always keep your body tight and straight while doing gymnastics.  
- Arms should be above the head in a log roll.  
- Always land in the motor bike position and hold it for 3 seconds.  
- Keep your arms and legs straight when performing a bear walk. | **Warm – up game and stretch.**  
- **Station 1:**  
  a) Walk sideways on the beam  
  b) Straight jumps to reach for a ball off the mini tramp.  
  c) Bear walk on floor mats  
- **Station 2:**  
  a) Backward jump off table  
  b) 10 side jumps  
  c) Log rolls with beanbag  
- **Station 3:**  
  a) Straight hang on the bar  
  b) 10 straight jumps with a beanbag between the ankles  
  c) Front support for 5 seconds  
- **Station 4:**  
  a) Vault/Mini tramp/ Crash mat – tuck jump  
  b) Ice cream scoops on the beam  
  c) Forward roll down the wedge | **Skills MOS1.4**  
- Absorbs force when jumping and landing from different heights by landing in motorbike position.  
- Balances on different body parts, eg feet and; hands and feet  
- Combines movements to form a sequence, eg jump from vault, land on tramp, spring off tramp, tuck position, land in motorbike.  
**Knowledge and Understanding GYS1.10**  
- Takes weight on different parts of the body, using small and large bases of support, eg hands and feet (bear walks), shoulders and arms (bar) back and hips (log rolls) and feet.  
- Transfers weight using a variety of body shapes and positions eg, log rolls, forward rolls, jumps and bearwalks.  
- Explores ways of travelling along benches using feet i.e. sideways walk and ice cream scoops.  
- Performs known patterns with different movement qualities, eg, ice-cream scoops and sideways walk on beam. | **Floor Mats**  
- **Crash Mats**  
- **Cones**  
- **Wedge**  
- **Beams**  
- **Vault**  
- **Table**  
- **Mini tramp**  
- **Bar**  
- **Bean bags**  
- **Skipping ropes** |

### Values and Attitudes V5
- Appreciates the need to participate in physical activity with safety

### Values and Attitudes V6
- Acknowledges effort in achieving results in the desired gymnastics disciplines.
- Appreciates the features of a skilled gymnastics performance
- Strives to achieve quality in personal gymnastics performances
## LESSON 5 (Phase 2)

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<th><strong>ACTIVITIES COMPLETED</strong></th>
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<th><strong>EQUIPMENT</strong></th>
</tr>
</thead>
</table>
| Students will complete a gymnastics circuit, developing body control in each of the activities undertaken. | • **Safety in gym** – Do not touch the equipment unless there is a teacher present. Always listen to and follow instructions carefully.  
• Always keep your body tight in gymnastics.  
• Always lead up onto a mini tramp with one foot, bring both feet together while in the air so that you jump off the mini tramp and/or beat board with 2 feet.  
• You should reach forward and try not to use your hands when finishing your forward roll.  
• Body should be tight and straight when performing any type of support.  
• Stomach faces the ground in a front support, fingers together and pointing forward.  
• Stomach faces the ceiling in a back support, fingers pointing toward feet.  
• Feet are always together and legs are straight in any type of support.  
• Don’t hunch your shoulders when performing a front support on the bar. | • Warm – up game and stretch.  
• **Station 1:**  
  a) Bunny hops in hoops  
  b) Front support on the bar  
  c) Medicine ball around the waist  
• **Station 2:**  
  a) Crab walk across two beams  
  b) Jump half turn off the mini tramp  
  c) Back support for 5 seconds  
• **Station 3:**  
  a) Cartwheel over vault  
  b) Walk through hoop on the beam  
  c) Forward roll  
• **Station 4:**  
  a) 5 skips through a hoop  
  b) Crab walk on the floor mats  
  c) Mini tramp/Vault/Crash mat – side vault | • Skills MOS1.4  
• Absorbs force when jumping and landing from different heights by landing in motorbike position.  
• Balances on different body parts, eg balance on hands and arms (bar), hands and feet (back Support), and feet (beam) on specific apparatus  
   **Knowledge and Understanding GYS1.10**  
• Takes weight on different parts of the body, using small and large bases of support, eg hands and feet (bunny hops, front support & crab walk), upper body (bar) knees, feet, back, hips.  
• Transfers weight using a variety of body shapes and positions eg cartwheel, crab and bear walk and bunny hops.  
• Explores ways of travelling along benches using feet, hands and feet, sliding action eg crab walk.  
• Performs known patterns with different movement qualities, eg walk through hoop, crab walk on beam. | • Floor Mats  
• Crash Mats  
• Cones  
• Beams  
• Hoops  
• Mini tramp  
• Bar  
• Vault  
• Bean bags  
• Medicine Balls |

<table>
<thead>
<tr>
<th>** Values and Attitudes V5**</th>
<th>** Values and Attitudes V6**</th>
</tr>
</thead>
</table>
| • Appreciates the need to participate in physical activity with safety | • Acknowledges effort in achieving results in the desired gymnastics disciplines.  
• Appreciates the features of a skilled gymnastics performance  
• Strives to achieve quality in personal gymnastics performances |
## GYMNASTICS PROGRAM TEACHING AND LEARNING PROCESS

### LESSON 6 (Phase 2)

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>KEY WORDS, PHRASES &amp; TEACHING POINTS</th>
<th>ACTIVITIES COMPLETED</th>
<th>OUTCOMES (SEE ALSO SYLLABUS OUTCOMES PAGE)</th>
<th>EQUIPMENT</th>
</tr>
</thead>
</table>
| Students will complete a gymnastics circuit, developing body control in each of the activities undertaken. | • Safety in gym – Do not touch the equipment unless there is a teacher present. Always listen to and follow instructions carefully.  
• There are many different jumps that can be performed in gymnastics. For example, straight jumps, tuck jump, straddle jump, pike jump, half turn, full turn, etc.  
• Always land in the motor bike position and hold for 3 seconds.  
• Keep your arms straight and feet together when in the front support position on the floor.  
• Always keep your body tight in gymnastics.  
• Hands and feet should be flat and arms and legs straight during the bear walk.  
• When performing the forward roll your head should never touch the mat and you need to land on to back of your shoulders.  
• Try to stay tucked all the way through the forward roll and push up into the straddle position with hands in between the legs. | • Warm – up game and stretch.  
• Station 1:  
  a) Star hang on the bar  
  b) Log rolls down decline  
  c) Front support for 5 seconds  
• Station 2:  
  a) Bear walk on floor mats  
  b) Star jump off mini tramp  
  c) Jump through 4 hoops  
• Station 3:  
  a) Forward roll down a wedge to straddle  
  b) Walk backwards on beam  
  c) Jump up three boxes  
• Station 4:  
  a) Throw and catch medicine ball  
  b) Arabesque on beam  
  c) 5 sit-ups | Skills MOS1.4  
• Absorbs force when jumping and landing from different heights by landing in motorbike.  
• Balances on different body parts, and whilst on an apparatus eg feet on beam, hands and feet in bear walk and front support.  
• Repeats movements to form a sequence, eg run, jump, shape, land.  
Knowledge and Understanding GYS1.10  
• Takes weight on different parts of the body, using small and large bases of support, eg arms and shoulders (bar), hands and feet (front support) legs when jumping.  
• Transfers weight using a variety of body shapes and positions i.e. rolling, star hang, arabesque and front support.  
• Explores ways of travelling along benches eg backwards walking.  
• Performs simple movement sequences involving running, jumping, and landing on two feet.  
• Performs known patterns with different movement qualities eg throw & catch med ball.  
Values and Attitudes V6  
• Appreciates the need to participate in physical activity with safety  
Values and Attitudes V6  
• Acknowledges effort in achieving results in the desired gymnastics disciplines.  
• Appreciates the features of a skilled gymnastics performance  
• Strives to achieve quality in personal gymnastics performances | • Floor Mats  
• Crash Mats  
• Cones  
• Beams  
• Hoops  
• Mini tramp  
• Bar  
• Vault  
• Wedge  
• Medicine Balls  
• Boxes |
# GYMNASTICS PROGRAM TEACHING AND LEARNING PROCESS

## LESSON 7 (Phase 2)

<table>
<thead>
<tr>
<th><strong>OBJECTIVE</strong></th>
<th><strong>KEY WORDS, PHRASES &amp; TEACHING POINTS</strong></th>
<th><strong>ACTIVITIES COMPLETED</strong></th>
<th><strong>OUTCOMES</strong> <em>(SEE ALSO SYLLABUS OUTCOMES PAGE)</em></th>
<th><strong>EQUIPMENT</strong></th>
</tr>
</thead>
</table>
| Students will complete a gymnastics circuit, developing body control in each of the activities undertaken. | • **Safety in gym** – Do not touch the equipment unless there is a teacher present. Always listen to and follow instructions carefully. • Always keep your body tight in gymnastics. • Keep your chin on your chest when performing a back support. • Remember to tuck your chin on your chest when performing a forward roll. • Try not to use your hands to help you up in a forward roll. • Always land in the motor bike position and hold for 3 seconds. • Always lead up onto a mini tramp with one foot, bring both feet together while in the air so that you jump off the mini tramp and/or beat board with 2 feet. • Arms swing across body and then straighten above head to assist a full turn. | • Warm – up game and stretch.  
• **Station 1**:  
  a) Walk along beam while throwing and catching a beanbag  
  b) Back support for 5 seconds  
  c) Forward roll  
• **Station 2**:  
  a) Straight jumps over a crash mat  
  b) Tuck hang on bar  
  c) Bunny hop, turn out  
• **Station 3**:  
  a) Side/cross on the beam  
  b) Full turn off the mini tramp  
  c) 5 sit-ups  
• **Station 4**:  
  a) Mini Tramp/Vault/Crash Mat – straight jumps on and off  
  b) Lame donkey  
  c) Straight jump off the spring board | **Skills MOS1.4**  
• Absorbs force when jumping and landing from different heights and from various apparatus by landing in motorbike.  
• Balances on different body parts, with a partner or on an apparatus eg tuck hang and back support.  
• Repeats movements to form a sequence, eg run, jump, shape land.  
**Knowledge and Understanding GYS1.10**  
• Takes weight on different parts of the body, using small and large bases of support, eg back support, tuck hang and beam walk.  
• Transfers weight using a variety of body shapes and positions eg forward roll, bunny hops, lame donkey & jump with full turn.  
• Explores ways of travelling along benches/beams eg side/cross walk.  
• Performs simple movement sequences involving running, jumping, make a shape and land on two feet.  
• Performs known patterns with different movement qualities i.e. throw and catch on beam, tuck hang, jump with full trun. | • Floor Mats  
• Crash Mats  
• Cones  
• Beams  
• Hoops  
• Mini tramp  
• Bar  
• Vault  
• Wedge  
• Box/bench  
• Beanbags |
| **Values and Attitudes V5** | **Values and Attitudes V6** |
### Lesson 8 (Phase 2)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Key Words, Phrases &amp; Teaching Points</th>
<th>Activities Completed</th>
<th>Outcomes (See Also Syllabus Outcomes Page)</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will complete a gymnastics circuit, developing body control in each of the activities undertaken.</td>
<td>Safety in gym – Do not touch the equipment unless there is a teacher present. Always listen to and follow instructions carefully. Always lead up onto a mini tramp with one foot, bring both feet together while in the air so that you jump off the mini tramp and/or beat board with 2 feet. When performing the forward roll your head should never touch the mat and you need to land on to back of your shoulders. Back of the head is the only part of the head to touch the mat. Arms should always be above the head when performing straight jumps. Always keep your body tight and straight in front supports. Always have your ‘aeroplane arms’ (arms straight out to the side) out to help you balance on the beam. Feet should kick the bottom in a bunny hop.</td>
<td>Warm – up game and stretch. Station 1: a) Lame donkey b) 2 high hoops c) 5 skips with a skipping rope Station 2: a) Forward roll b) 10 side jumps c) Straight jump off mini tramp to catch a ball Station 3: a) Jump half turn in hoops b) Bear walk along two beams c) Front support for 5 seconds Station 4: a) Log rolls down decline b) Bunny hops in hoops c) Jump up three boxes/stairs</td>
<td>Skills MOS1.4 Absorbs force when jumping and landing from different heights and from various apparatus by landing in motorbike. Balances on different body parts, with a partner or on an apparatus eg front support, bear walk, jump on boxes. Repeats movements to form a sequence, eg run, jump, catch land. Knowledge and Understanding GYS1.10 Takes weight on different parts of the body, using small and large bases of support, eg front support and beam bear walk. Transfers weight using a variety of body shapes and positions eg forward roll, bunny hops, lame donkey and bear walk. Explores ways of travelling along benches/beams eg side bear walk. Performs simple movement sequences involving running, jumping, catch and land on two feet. Performs known patterns with different movement qualities i.e. throw and catch from tramp. Values and Attitudes V5 Appreciates the need to participate in physical activity with safety Values and Attitudes V6 Acknowledges effort in achieving results in the desired gymnastics disciplines. Appreciates the features of a skilled gymnastics performance Strives to achieve quality in personal gymnastics performances</td>
<td>Floor Mats Crash Mats Cones Beams Hoops Mini tramp Bar Vault Wedge Box/bench Balls Skipping ropes</td>
</tr>
</tbody>
</table>
## LESSON 9 (Phase 2)

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>KEY WORDS, PHRASES &amp; TEACHING POINTS</th>
<th>ACTIVITIES COMPLETED</th>
<th>OUTCOMES</th>
<th>EQUIPMENT</th>
</tr>
</thead>
</table>
| Students will complete a gymnastics circuit, developing body control in each of the activities undertaken. | Safety in gym – Do not touch the equipment unless there is a teacher present. Always listen to and follow instructions carefully. Always point your toes when you are on the beam and look at the end of the beam. Always have your chin on your chest in a forward roll. When performing the forward roll your head should never touch the mat and you need to land on to back of your shoulders. Try to always reach forward out of your forward roll and don’t use your hands to get up. When performing a front support march your hands should touch your underarms. Try to get your bottom as high as possible in your bunny hop. Keep your arms straight in a lame donkey. Feet should come down one at a time and land on the floor when finishing a lame donkey. | Warm – up game and stretch.  
Station 1:  
a) 10 bunny hops over a box  
b) Cartwheel over a vault  
c) Front support on the bar  
Station 2:  
a) Tuck jump over soft bar  
b) Lame donkey  
c) Front support marching  
Station 3:  
a) Jump up three boxes  
b) Forward roll  
c) Vault/Mini Tramp/ Crash Mat – tuck jump  
Station 4:  
a) Crab walk on floor mats  
b) Backward jump off a table  
c) 5 sit-ups | Skills MOS1.4  
- Absorbs force when jumping and landing from different heights and from various apparatus by landing in motorbike.  
- Balances on different body parts, with a partner or on an apparatus eg cartwheels over vault, front support on bar, front support march and crab walk.  
- Repeats movements to form a sequence, eg run, jump, shape, land. | Floor Mats  
Crash Mats  
Beams  
Mini tramp  
Bar  
Vault  
Soft bar  
Boxes  
Table |

| Knowledge and Understanding GYS1.10 | - Takes weight on different parts of the body, using small and large bases of support, eg cartwheel, bunny hops, front support march jump and land and crabwalk.  
- Transfers weight using a variety of body shapes and positions eg bunny hop, crab walk, cartwheel, jump, front support march and lame donkey.  
- Performs simple movement sequences involving running and jumping, landing on two feet.  
- Performs known patterns with different movement qualities i.e. front support march. | - Appreciates the need to participate in physical activity with safety  
- Acknowledges effort in achieving results in the desired gymnastics disciplines.  
- Appreciates the features of a skilled gymnastics performance  
- Strives to achieve quality in personal gymnastics performances |
## GYMNASTICS PROGRAM TEACHING AND LEARNING PROCESS

### LESSON 10 (Phase 3)

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>KEY WORDS, PHRASES &amp; TEACHING POINTS</th>
<th>ACTIVITIES COMPLETED</th>
<th>OUTCOMES (SEE ALSO SYLLABUS OUTCOMES PAGE)</th>
<th>EQUIPMENT</th>
</tr>
</thead>
</table>
| Students will complete a gymnastics circuit, developing body control in each of the activities undertaken. Students will also be given the opportunity to develop and perform their own gymnastics movement sequences. | • Safety in gym – Do not touch the equipment unless there is a teacher present. Always listen to and follow instructions carefully.  
• Always jump with 2 feet.  
• When landing in a motor bike position you must always hold for at least 3 seconds  
• Always keep your chin on your chest when performing a forward roll, backward roll or angel rolls.  
• Always look at the end of the beam not at your toes when walking across it.  
• Always tuck your chin on your chest when rolling.  
• Keep your arms straight during your bunny hops, lame donkeys and handstands.  
• Arms are straight, above the head during a straight jump.  
• Do not look down at your feet when on the beam, try and keep your chin up.  
• Always keep your body tight and straight. | • Warm – up game and stretch.  
• **Station 1:**  
  a) Straight jumps along floor mats  
  b) Star jump off mini tramp  
  c) Front support for 5 seconds  
• **Station 2:**  
  a) Bunny hop turn out  
  b) 5 tuck jumps on a crash mat  
  c) Roll over the bar  
• **Station 3:**  
  a) Lame donkey  
  b) 2 forward rolls  
  c) Walk backwards along a beam  
• **Station 4:**  
  a) 2 beams – walk with partner with ball between head  
  b) Jump up and down 2 boxes  
  c) Crazy crab walks | **Skills MOS1.4**  
• Absorbs force when jumping and landing from different heights and from various apparatus by landing in motorbike.  
• Balances on different body parts, with a partner or on an apparatus  
• Recalls and repeats movements to form a sequence, eg run, jump, shape, land. Or roll, static, balance & strength.  
• **Knowledge and Understanding GYS1.10**  
  • Draws on imagination to select and choreograph movement patterns  
  • Takes weight on different parts of the body, using small and large bases of support, eg hands, knees, feet, back, hips.  
  • Transfers weight using a variety of body shapes and positions.  
  • Explores ways of travelling along benches using feet and hands.  
  • Performs simple movement sequences involving running, jumping and landing.  
  • Experiments with known patterns and adding different movement qualities.  
• **Values and Attitudes V5**  
  • Appreciates the need to participate in physical activity with safety  
• **Values and Attitudes V6**  
  • Acknowledges effort in achieving results in the desired gymnastics disciplines.  
  • Appreciates the features of a skilled gymnastics performance  
  • Strives to achieve quality in personal gymnastics performances | • Floor Mats  
• Crash Mats  
• Beams  
• Mini tramp  
• Bar  
• Vault  
• Soft bar  
• Boxes  
• Hoops  
• Cones  
• Balls |
ASSESSMENT (Phase 4)

Students will be assessed on two components during the Gymnastics program; Effort and Ability. Please note that the structure displayed below is Sportspro’s own assessment framework. If your school uses an alternative method / system (eg, A - E or 1 - 3) of grading please notify us prior to the commencement of the Gymnastics program and we will adjust our allocation of grades accordingly to suit your school’s reporting requirements. Also, please be aware that Sportspro is unable to provide unique comments for every individual student. However, if necessary we can make a comment in extreme circumstances for particular individuals i.e., Outstanding or basic performers. To assist us with our assessment process, please could our Staff be issued with a class roll for each class during the initial weeks of the program. Notes can then be made throughout the term on individual students with final grades allocated the end of term on the class rolls provided.

Effort

Students will be given a grade of (H) High (S) Satisfactory (N) Needs Improvement in reference to their effort throughout each phase of the program. This mark will be based on students’ ability to display the relative learning indicators as outlined in the ‘Values and Attitudes Outcomes and Indicators’ section of the NSW K-6 Syllabus.

V5 Willingly participates in regular physical activity
V6 Commits to realising their full potential

<table>
<thead>
<tr>
<th>Mark</th>
<th>Assessment Criteria</th>
</tr>
</thead>
</table>
| (H)  | • Appreciates and actively promotes the need to participate in physical activity with safety  
|      | • Acknowledges and demonstrates effort in achieving results in the desired gymnastics disciplines.  
|      | • Appreciates, supports and demonstrates the features of a skilled gymnastics performance  
|      | • Continually strives to achieve quality in personal gymnastics performances |
| (S)  | • Understands the need to participate in physical activity with safety  
|      | • Makes sufficient effort in achieving results in the desired gymnastics disciplines.  
|      | • Recognizes and attempts the features of a skilled gymnastics performance |
| (N)  | • Fails to consider safety features in specific gymnastics apparatus  
|      | • Makes little attempt to achieve desired performance outcome  
|      | • Does not seek quality in personal gymnastics performance |
Ability

Students will be given a grade of 1 – 5 depending on their ability to display the relative learning indicators as outlined in the ‘Moving Outcomes and Indicators’ and ‘Gymnastics Outcomes and Indicators’ section of the NSW K-6 Syllabus. The total ability mark will be calculated as follows:

**Total ability mark** = Mark 1-5 for **MOS 1.4 (.............)** plus (+) Mark 1-5 for **GYS1.10 (.............)** divided by (/) two (resulting grade is out of 5)

**MOS 1.4 Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations**

<table>
<thead>
<tr>
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</tr>
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</table>
| 5    | ● Always maintains stillness of head and trunk when balancing and assists others in achieving such goals  
     | ● Fluently Stretches and curls the body at levels (high and low) displaying a high degree of mobility and strength  
     | ● Independently and confidently climbs onto, jumps up travels along and rolls down various apparatus, eg vault, beam, bar, tramp, wedge whilst maintaining balance, posture and strength, and whilst following specific gymnastics performance techniques. |
| 4    | ● Maintains stillness of head and trunk when balancing  
     | ● Competently Stretches and curls the body at levels (high and low) with ongoing desire to improve  
     | ● Competently climbs onto, jumps up travels along and rolls down various apparatus, eg vault, beam, bar, tramp, wedge. |
| 3    | ● Recognises the importance of stillness in head and trunk when balancing  
     | ● Understands the relationship between stretching and curling of the body at levels (high and low) and gymnastics performance  
     | ● Makes consistent effort when climbing onto, jumping up travelling along and rolling down various apparatus, eg vault, beam, bar, tramp & wedge. |
| 2    | ● Finds maintaining stillness in head and trunk when balancing at times difficult.  
     | ● Attempts stretches and curls of body but finds these particular movement patterns difficult.  
     | ● Makes consistent attempts yet regularly struggles when climbing onto, jumping up traveling along and rolling down various apparatus, eg vault, beam, bar, tramp & wedge. |
| 1    | ● Consistently loses balance and makes little attempt to maintain a suitable posture to assist with functional stability.  
     | ● Unable to efficiently stretch and curl the body at either high or low levels.  
     | ● Makes insufficient effort to climb onto, jump up travel along and roll down various apparatus, eg vault, beam, bar, tramp, wedge. |
### GYMNASICS PROGRAM TEACHING AND LEARNING PROCESS

**GYS1.10** Follows a simple sequence that links basic movement patterns

<table>
<thead>
<tr>
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</table>
| 5    | • Independently identifies and choreographs ways in which their body can travel (eg walk backwards on beam, rolling) and form static shapes.  
      • Explores, recalls and demonstrates movement patterns using different parts of the body, eg crab walk, trampoline jump, single bar work and rolls  
      • Makes different shapes with the body (eg static support positions) while in contact with the ground  
      • Experiments with, describes and displays different ways of transferring weight from one body part to an adjacent body part with confidence eg crab walks, rolls, cartwheels, handstands, single bar work and vaulting.  
      • Moves with balance, posture and technique and explains the importance to move in relation to others, personal and imposed space. |
| 4    | • Identifies and demonstrates ways in which their body can travel (eg walk backwards on beam, rolling) and form static shapes.  
      • Explores movement patterns using different parts of the body, eg crab walk, trampoline jump, single bar work and rolls  
      • Makes different shapes with the body (eg static support positions) while in contact with the ground  
      • Experiments with different ways of transferring weight from one body part to an adjacent body part eg crab walks, log rolls.  
      • Moves and describes the need to move with care and in relation to others, personal and imposed space. |
| 3    | • Recalls and copies ways in which their body can travel (eg walk backwards on beam, rolling) and form static shapes.  
      • Demonstrates movement patterns using different parts of the body, eg crab walk, trampoline jump, single bar work and rolls  
      • Makes different shapes with the body (eg static support positions) while in contact with the ground  
      • Demonstrates at some level ways of transferring weight from one body part to an adjacent body part with confidence eg crab walks, rolls, cartwheels, handstands, single bar work and vaulting.  
      • Moves in relation to others, personal and imposed space. |
| 2    | • Makes attempt to copy ways in which their body can travel (eg walk backwards on beam, rolling) and form static shapes.  
      • Displays difficulty when attempting movement patterns using different parts of the body, eg crab walk, trampoline jump, single bar work and rolls  
      • Attempts different shapes with the body (eg static support positions) while in contact with the ground  
      • Depends on assistance to transfer weight from one body part to an adjacent body part with confidence eg crab walks, rolls, cartwheels, handstands, single bar work and vaulting.  
      • Displays limited understanding of spatial awareness |
| 1    | • Unable to explain or demonstrates ways in which their body can travel (eg walk backwards on beam, rolling) and form static shapes.  
      • Demonstrates limited or no ability to perform movement patterns using different parts of the body, eg crab walk, trampoline jump, single bar work and rolls  
      • Shows little or no ability to make different shapes with the body (eg static support positions) while in contact with the ground  
      • Incapable of transferring weight from one body part to an adjacent body part with confidence eg crab walks, rolls, cartwheels, handstands, single bar work and vaulting.  
      • Demonstrates no understanding of spatial awareness |