SYLLABUS OUTCOMES

AND

RUNNING SHEETS

YEAR 2

TERM 3
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.
## GYMNASTICS PROGRAM SYLLABUS OUTCOMES

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<thead>
<tr>
<th>LESSON 1</th>
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### GYMNASTICS PROGRAM SYLLABUS OUTCOMES

#### SKILLS OUTCOMES:

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- Absorbs force when jumping from different heights and from various apparatus by landing in motorbike.
- Balances on different body parts individually and on an apparatus, eg roll over bar, lame donkey, bunny hop over beam.
- Repeats movements to form a sequence, ie bunny hops and jump ups. |
- Absorbs force when jumping from different heights and from various apparatus by landing in motorbike.
- Balances on different body parts individually and on an apparatus, eg tuck hang, beam side cross, lame donkey
- Combines movements to form a sequence, ie tramp-vault-crash mat. |
- Absorbs force when jumping from different heights and from various apparatus by landing in motorbike.
- Balances on different body parts individually and on an apparatus, eg lame donkey, bear walk on beam, front support, jumping and landing.
- Repeats movements to form a sequence, ie sit-ups, bunny hops. |
- Absorbs force when jumping and landing from different heights and from various apparatus by landing in motorbike.
- Balances on different body parts, on various apparatus.
- Recalls and repeats movements to form a sequence, eg run, jump, shape, land. Or roll, static, balance & strength. |

#### KNOWLEDGE & UNDERSTANDING:

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

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- Takes weight on different parts of the body using small and large bases of support eg hands, knees, feet back and hips when performing cartwheels, lame donkey, jumps, rolls (floor & bar) and supports
- Transfers weight using a variety of body shapes and positions when performing cartwheels, rolls (floor and bar) and bunny hops.
- Explores ways of travelling along beams using feet and hands eg bunny hops.
- Performs known movement patterns with different movement qualities eg bunny hop on beam, throw and catch medicine ball. |
- Takes weight on different parts of the body using small and large bases of support eg hands, knees, feet, back and hips when performing rolls, supports, jumps, hangs and vaulting.
- Transfers weight using a variety of body shapes and positions eg lame donkey, forward roll/straight jump sit-ups.
- Explores ways of travelling along beams using eg side cross.
- Performs simple movement sequences involving running and jumping, landing on two feet eg, Tramp-vault-crash mat. |
- Takes weight on different parts of the body using small and large bases of support eg hands, knees, feet, back and hips when performing lame donkey, forward rolls, front support, jumping and landing.
- Transfers weight using a variety of body shapes and positions eg rolls, bear walks, lame donkey and skipping.
- Explores ways of travelling along beams using feet and hands eg bear walk.
- Performs simple movement sequences involving running, jumping landing on two feet. |
- Takes weight on different parts of the body using small and large bases of support eg hands, knees feet back and hips when performing cartwheels, front supports, tuck jumps and forward rolls.
- Transfers weight using a variety of body shapes and positions ie cartwheels, bunny hops, lame donkey, front support march and turn and forward roll.
- Performs simple movement sequences involving running and jumping, landing on two feet, ie vault-tramp-crash mat. |
- 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 & 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

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4 GYMNASTICS PROGRAM SYLLABUS OUTCOMES – YEAR 2 – 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>EQUIPMENT</th>
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<tr>
<td>Students will develop an understanding of different static positions and the safety rules needed</td>
<td>• Safety in gym – Do not touch the equipment unless there is a teacher present. Always listen to and follow instructions carefully. • Strength and body control are needed to maintain balance and perform a variety of gymnastic activities. • A static position is when the body is stationary. • Tuck position: knees are brought up to the chest and hands are placed on each knee. Chin tucked into chest. • Pin position: children are lying flat on their back and arms are stretched above the head with toes pointed. The body is tight and strong to maintain an even balance. • Straddle position feet are apart, legs straight and the body is bending over the hips with arms straight out from the body pointing towards the toes. • In “L” sit position, the body should look like a letter ‘L’ with legs out in front of the body, straight and together, and arms above the head. • During the front support children are looking to keep their elbows locked and body tight throughout. A straight back is important to maintain balance and control. • During the back support children are have their elbows locked, body tight and backs straight but this time the body is facing up rather than down towards the gym floor like in a front support position. • Body tight and straight when performing gym movements • Feet should come down one at a time and land on the floor when finishing a ‘lame donkey’</td>
<td>• Warm - up game and stretch. • Game of Simon Says using tuck, straddle, pin and ‘L’ positions. • Angry cats with partners. • Front support and back support competitions. • Lame donkey competition.</td>
<td>Skills MOS1.4 • Balances on different body parts individually and with a partner i.e. front and back supports, angry cat ‘L’ Sit. Knowledge and Understanding GYS1.10 • Takes weight on different parts of the body using small and large bases of support eg hands, knees feet, back and hips for example front and back support, angry cats and lame donkey. • Transfers weight using a variety of body shapes and positions eg, lame donkey. 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</td>
<td>• Floor mats</td>
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# GYMNASTICS PROGRAM TEACHING AND LEARNING PROCESS

## LESSON 2 (Phase 1)

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| Students will develop the correct technique for landing and develop good body control. | - Safety in gym – Do not touch the equipment unless there is a teacher present. Always listen to and follow instructions carefully.  
- It is important in gymnastics that all muscles are kept tight and strong to help maintain good balance.  
- During the tight body test, children should be straight from the shoulders to the feet and their bottom should not touch the ground.  
- Movement is varied in gymnastics, e.g. jumping, rotating, tumbling  
- When performing a jump, children need to use their arms by swinging them up to help them achieve great height as well as balance.  
- A good landing is achieved when children land in ‘motor bike’ position. Maintain balance for and hold the position for 3 seconds. Body remains tight and strong the whole time.  
- Strength and body control are two key elements to performing a good tuck jump. Knees should come up to the chest and held in that position before coming down to land in ‘motorbike’ position. Having good flexibility will help perform these movements more easily and also stop children from hurting themselves. | - Warm – up game and stretch.  
- Static body tests – get children use to keeping body tight and strong  
- In groups have competitions for the following:  
  1. Skipping.  
  2. Throwing coits from the front support position.  
  3. Tuck jumps on a crash mat.  
  4. Jumping competition.  
  5. Groups untangle.  
- Review basic balances, such as, V-sit, tuck sit, arabesque (scale) and straddle stand. | - Skills MOS1.4  
- Absorbs force when jumping by landing in motorbike position.  
- Balances on different body parts individually and with a partner ie, V-sit, tuck sit, arabesque and straddle stand, and support positions.  
- Repeats movements to form a sequence, ie skipping.  
- Knowledge and Understanding GYS1.10  
- Takes weight on different parts of the body using small and large bases of support eg hands, knees feet back and hips when performing front support, basic balances and static body test.  
- Transfers weight using a variety of body shapes and positions, ie front support coit throwing, V-sit, tuck sit, arabesque and straddle stand.  
- Performs known movement patterns with different movement qualities ie, coits from front support, jump with tuck. | - Floor Mats |

## Skills and Knowledge

- 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 3 (Phase 2)

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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. | **Warm – up game and stretch.**<br>- Station 1:  
  a) Zig zag bear walk  
  b) Star jump off mini tramp  
  c) Jump through 6 hoops  
- Station 2:  
  a) Log rolls with a beanbag  
  b) Crab-walk backward along a beam  
  c) Backward jumps off a table  
- Station 3:  
  a) Tuck jump from a vault into a hoop  
  b) 5 step-ups  
  c) Walk along a beam while throwing and catching a beanbag.  
- Station 4:  
  a) Forward roll down wedge  
  b) Star hangs on the bar  
  c) 10 sit-ups | **Skills MOS 1.4**  
- Absorbs force when jumping from different heights and from various apparatus by landing in motorbike.  
- Balances on different body parts individually and on an apparatus; eg star hang on bar, bear walk, walk and crabwalk along beam.  
- Repeats movements to form a sequence, ie step-ups, zig zag bear walks.  
**Knowledge and Understanding GYS 1.10**  
- Takes weight on different parts of the body using small and large bases of support eg hands, knees, feet, back and hips when rolling, jumping, hanging and balancing.  
- Transfers weight using a variety of body shapes and positions ie, rolls, bear walks, crab walks.  
- Explores ways of travelling along beams using feet and hands eg, crab walk.  
- Performs known movement patterns with different movement qualities eg star jump off tramp, throw and catch when balancing on beam.  
**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**<br>**Crash Mats**<br>**Cones**<br>**Wedge**<br>**Hoops**<br>**Beams**<br>**Vault**<br>**Table**<br>**Mini tramp**<br>**Beanbags**<br>**Bar**<br>**Boxes** |
**GYMNASTICS PROGRAM TEACHING AND LEARNING PROCESS**

**LESSON 4 (Phase 2)**

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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.  
• When walking on beam look at the end of the beam or straight ahead not your toes.  
• Always lead up onto a mini tramp with one foot, landing with two feet in the middle of the tramp (white mat) not the springs.  
• Arms should be above the head during a straight jump.  
• When jumping, aim for height not distance.  
• You should reach forward and try not to use your hands when finishing your forward roll.  
• Always land in the motor bike position and hold that position for 3 seconds. | • Warm – up game and stretch.  
• **Station 1:**  
  a) Side/cross on the beam  
  b) Straight jumps to reach for a ball off the mini tramp.  
  c) Crab-walk on floor mats  
• **Station 2:**  
  a) Half turn from vault into a hoop  
  b) 10 side jumps  
  c) Bunny hops  
• **Station 3:**  
  a) Tuck hang on the bar  
  b) 10 straight jumps with a beanbag between the ankles  
  c) Front support for 10 seconds  
• **Station 4:**  
  a) Vault/Mini tramp/Crash mat – straight jump  
  b) Ice cream scoops on the beam  
  c) Forward roll straight jumps down the wedge | **Skills MOS1.4**  
• Absorbs force when jumping from different heights and from various apparatus by landing in motorbike.  
• Balances on different body parts individually and on an apparatus, eg tuck hang on bar, crab walk on floor and side cross on beam.  
• Repeats movements to form a sequence, ie straight jumps and ice-cream scoops.  
**Knowledge and Understanding GYS1.10**  
• Takes weight on different parts of the body using small and large bases of support eg hands, knees, feet, back and hips when rolling, jumping, balancing, climbing and crab-walking.  
• Transfers weight using a variety of body shapes and positions, eg crab walks, bunny hops and forward rolls.  
• Explores ways of travelling along beams using feet and hands i.e. side cross.  
• Performs simple movement sequences involving running and jumping, landing on two feet. i.e. vault-tramp-crash mat  
• Performs known movement patterns with different movement qualities eg side cross on beam, forward roll straight jump. | • Floor Mats  
• Crash Mats  
• Cones  
• Wedge  
• Beams  
• Vault  
• Table  
• Mini tramp  
• Bar  
• Bean bags  
• Skipping ropes |

<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 5 (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> (SEE ALSO SYLLABUS OUTCOMES PAGE)</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 take-off ground with 1 foot, jump with 2 feet off the mini tramp or the beat board and land in the motor bike position.  
• The top of the shoulders should be the first part of the body to touch the mat when performing a forward roll.  
• 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.  
• Feet are always together and legs are straight in any type of support.  
• Hands should face side wards when performing a side vault with feet finishing facing the vault.  
• Don’t hunch your shoulders when performing a front support on the tramp.  
• Stomach faces the ceiling in back support with fingers point to your feet | • 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 10 seconds  
• **Station 3:**  
  a) Cartwheel over vault  
  b) Walk along the beam while holding a hoop above the head  
  c) Forward roll  
• **Station 4:**  
  a) 10 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 from different heights and from various apparatus by landing in motorbike.  
• Balances on different body parts individually and on an apparatus, eg front support on bar, cartwheel over vault and crab walk on beam.  
• Combines movements to form a sequence, ie tramp-vault-crash mat.  

**Knowledge and Understanding GYS1.10**  
• Takes weight on different parts of the body using small and large bases of support eg hands, knees feet back and hips when performing bunny hops, support positions (floor and bar), cartwheel and forward roll.  
• Transfers weight using a variety of body shapes and positions eg cartwheel, side vault, crab walk.  
• Explores ways of travelling along beams using feet and hands, ie crab walk.  
• Performs simple movement sequences involving running and jumping, landing on two feet, ie tramp-vault-crash mat | • Floor Mats  
• Crash Mats  
• Cones  
• Beams  
• Hoops  
• Mini tramp  
• Bar  
• Vault  
• Bean bags  
• Medicine Balls |
| **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 |
## 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. • Always take-off ground with 1 foot and jump with 2 feet off the mini-tramp. • 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. • Arms swing across body and then straighten above head to assist a full turn. • Always land in the motorbike position and hold for 3 seconds. • Keep your arms straight and feet together when in the front support position on the floor. • Keep your arms straight throughout and feet should come down one leg at a time when finishing a lame donkey. • The top of the shoulders should be the first part of the body to touch the mat when performing a forward roll; your head and neck should not touch the mat. • Try to stay tucked all the way through the forward roll and perform the straight jump on the spot without stopping. • Try not to use your hands to help you up after doing a forward roll-reach forward. | • Warm – up game and stretch. • Station 1: a) Roll over the bar b) Log rolls down decline c) Front support with feet on height for 10 seconds • Station 2: a) Lame donkey b) Star jump off mini tramp c) Jump through 4 hoops • Station 3: a) Forward roll straight jump b) Walk backward on beam c) Jump up three boxes • Station 4: a) Throw and catch medicine ball b) Bunny hops over a beam c) 10 sit-ups | Skills MOS1.4 • Absorbs force when jumping from different heights and from various apparatus by landing in motorbike. • Balances on different body parts individually and on an apparatus, eg roll over bar, lame donkey, bunny hop over beam. • Repeats movements to form a sequence, ie bunny hops and jump ups. **Knowledge and Understanding GYS1.10** • Takes weight on different parts of the body using small and large bases of support eg hands, knees, feet back and hips ie cartwheels, lame donkey, jumps, rolls (floor & bar) and supports • Transfers weight using a variety of body shapes and positions when performing cartwheels, rolls (floor and bar) and bunny hops. • Explores ways of travelling along beams using feet and hands eg bunny hops. • Performs known movement patterns with different movement qualities eg bunny hop on beam, throw and catch medicine ball. | • Floor Mats • Crash Mats • Cones • Beams • Hoops • Mini tramp • Bar • Vault • Boxes • Beanbags

**Values and Attitudes V6** • Appreciates the need to participate in physical activity with safety • Appreciates the features of a skilled gymnastics performance • Strives to achieve quality in personal gymnastics performances
## LESSON 7 (Phase 2)

### OBJECTIVE
Students will complete a gymnastics circuit, developing body control in each of the activities undertaken.

### KEY WORDS, PHRASES & TEACHING POINTS
- **Safety in gym** – Do not touch the equipment unless there is a teacher present. Always listen to and follow instructions carefully.
- Keep your chin on your chest when performing a back support.
- When performing the forward roll your head should never touch the mat and you need to land on to back of your shoulders. Try not to use your hands to help you up after performing the roll.
- 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. Land in the motorbike position and hold it for 3 seconds.
- Feet should come down one at a time and land on the floor when finishing a lame donkey.
- Arms swing across body and then straighten above head to assist a full turn.

### ACTIVITIES COMPLETED
- **Warm – up game and stretch.**
  - **Station 1:**
    - a) Jump over three beanbags on the beam
    - b) Back support for 10 seconds
    - c) Forward roll, straight jump
  - **Station 2:**
    - a) 10 tuck jumps on a crash mat
    - b) Tuck hang on bar
    - c) Lame donkey
  - **Station 3:**
    - a) Side/cross on the beam
    - b) Full turn off the mini tramp
    - c) 10 sit-ups
  - **Station 4:**
    - a) Mini Tramp/Vault/Crash Mat – tuck onto vault then a straight jump off
    - b) Star jump off the beat board
    - c) Lame donkey

### OUTCOMES (SEE ALSO SYLLABUS OUTCOMES PAGE)

**Skills MOS1.4**
- Absorbs force when jumping from different heights and from various apparatus by landing in motorbike.
- Balances on different body parts individually and on an apparatus, eg tuck hang, beam side cross, lame donkey
- Combines movements to form a sequence, ie tramp-vault-crash mat.

**Knowledge and Understanding GYS1.10**
- Takes weight on different parts of the body using small and large bases of support eg hands, knees, feet, back and hips when performing rolls, supports, jumps, hangs and vaulting.
- Transfers weight using a variety of body shapes and positions eg lame donkey, forward roll/straight jump sit-ups.
- Explores ways of travelling along beams using eg side cross.
- Performs simple movement sequences involving running and jumping, landing on two feet eg, Tramp-vault-crash mat.
- Performs known movement patterns with different movement qualities, eg star jump off beat board, tuck hang.

**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

### EQUIPMENT
- Floor Mats
- Crash Mats
- Cones
- Beams
- Hoops
- Mini tramp
- Bar
- Vault
- Wedge
- Box/bench
- Beanbags
<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>• <strong>Safety in gym</strong> – Do not touch the equipment unless there is a teacher present. Always listen to and follow instructions carefully. • When performing the forward roll your head should never touch the mat and you need to land on to back of your shoulders. Try not to use your hands to help you up after performing the roll. • 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. Land in the motorbike position and hold it for 3 seconds. • Arms should always be above the head when performing straight jumps. • Always keep your body tight and straight in front support. • 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. • <strong>Station 1:</strong> a) Lame donkey b) 3 high hoops c) 10 skips with a skipping rope • <strong>Station 2:</strong> a) 2 Forward rolls b) 10 side jumps c) Straight jump off mini tramp to catch a ball • <strong>Station 3:</strong> a) Jump half turn in hoops b) Bear walk along two beams c) Front support with feet on height for 10 seconds • <strong>Station 4:</strong> a) Log rolls down decline b) Bunny hops in hoops c) Jump up three boxes/stairs</td>
<td><strong>Skills MOS1.4</strong></td>
<td>• Absorbs force when jumping from different heights and from various apparatus by landing in motorbike. • Balances on different body parts individually and on an apparatus, eg lame donkey, bear walk on beam, front support, jumping and landing. • Repeats movements to form a sequence, ie skips and side jumps. <strong>Knowledge and Understanding GYS1.10</strong></td>
</tr>
</tbody>
</table>
**GYMNASTICS PROGRAM TEACHING AND LEARNING PROCESS**

**LESSON 9 (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.  
• Always have tight bodies, that is try and keep all your muscles tight when performing a gymnastic activity.  
• When performing the forward roll your head should never touch the mat and you need to land on to back of your shoulders. Try not to use your hands to help you up after performing the roll.  
• Always point your toes when you are on the beam and keep your chin up.  
• Keep arms straight and point toes when performing a cartwheel.  
• When performing a front support march your hands should touch your underarms.  
• Try to get your bottom as high as possible and keep your back straight during a 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 with 180 degree turn 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 – star jump  
• Station 4:  
  a) Straight jumps along the floor mats  
  b) Backward jump off a table  
  c) 10 sit-ups | **Skills MOS1.4**  
• Absorbs force when jumping from different heights and from various apparatus by landing in motorbike.  
• Balances on different body parts individually and on an apparatus, eg bar front support, front support march.  
• Repeats movements to form a sequence, ie sit-ups, bunny hops.  

| Knowledge and Understanding GYS1.10 | • Takes weight on different parts of the body using small and large bases of support eg hands, knees feet back and hips when performing cartwheels, front supports, tuck jumps and forward rolls.  
• Transfers weight using a variety of body shapes and positions ie cartwheels, bunny hops, lame donkey, front support march and turn and forward roll.  
• Performs simple movement sequences involving running and jumping, landing on two feet, ie vault-tramp-crash mat.  
• Performs known movement patterns with different movement qualities eg, bunny hop over box, jump backwards off a table.  

| 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
- Table
- Hoops
# 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>
<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. • When landing in a motor bike position you must always hold the position for at least 3 seconds before moving. • Always keep your chin on your chest when performing a forward roll. Try not to use your hands to help you up. • Always look at the end of the beam and not at your toes when moving along it. • Keep your arms straight during your cartwheels and lame donkeys. • Always keep your body tight and straight when performing gymnastics movements.</td>
<td>• Warm – up game and stretch. • Station 1: a) Cartwheels b) Tuck jump off mini tramp c) Front support for 10 seconds • Station 2: a) Lame donkey, turn out b) 5 tuck jumps on a crash mat c) Roll over the bar • Station 3: a) 5 sit-ups b) 2 forward rolls c) Walk on toes along a beam • Station 4: a) 2 beams – walk with partner with ball between head b) Jump up and down 3 boxes c) Crazy crab walks</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 • Recalls and repeats movements to form a sequence, eg run, jump, shape, land. Or roll, static, balance &amp; 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</td>
<td>• Floor Mats • Crash Mats • Beams • Mini tramp • Bar • Vault • Boxes • Hoops • Cones • Balls</td>
</tr>
</tbody>
</table>
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 (e.g., 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)

<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. |
**GYMNASTICS PROGRAM TEACHING AND LEARNING PROCESS**

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

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<thead>
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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  
      | Explores 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  
      | Explores at some level 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 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 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 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 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.  
      | 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 |