



Riker Hill Elementary Physical Education



GYMNASTICS

<u>Grade Level</u>	<u>Bench Marks</u>
<u>KINDERGARTEN</u>	<u>1ST GRADE</u>
<p>Balances: stork, arabesque Crabwalk: 10ft F/B Pencil Roll: 10ft (layout position) Egg Roll: 10ft (tuck position)* Seal walk: 6ft* Forward Roll: to knees to sit or feet* Donkey Kick: on box with feet hand height* Pinwheel: basic transfer of weight using boxes* Walking board: Forward/Right Sideways /Left Sideways</p> <p>Vault: jumping and landing from height of 2ft</p>	<p>Balances: stork, arabesque Crabwalk: 20ft F/B Pencil Roll: sideways 10ft (layout position) Egg Roll: 10ft (tuck position) Seal walk: 12ft Forward Roll: to feet Positions: Lay Out / Tuck / Pike / standing back rocker Donkey Kick: on box-feet above hand height Pinwheel: transfer of weight using boxes Vault: jump and land from height of 2ft Beam: Forward/Sideways/Backwards/Balance Balance on beam: stork, arabesque</p>
<u>2ND GRADE</u>	<u>3RD GRADE</u>
<p>Balances: arabesque, scale Crabwalk 25ft F/B* Pencil Roll: sideways 10ft (layout position) * Egg Roll: 10ft (tuck position) * Seal walk: 18ft Forward Roll: 2X continuously double) Positions: LO/T/P/standing back rocker* Backward Roll: using hands to knees or feet Donkey Kick: on box-feet high level Pinwheel/Cartwheel: transfer weight at high level Vault: jump and land from height of 3ft* Beam: Forward dip walk/Sideways(grapevine)/Back dip walk/Balance</p> <p>Balance on beam: symmetrical, asymmetrical Climb Rope 6ft</p>	<p>Balances: arabesque, scale Forward Roll: double straddle* Positions: Lay Out / Tuck / Pike / standing back rocker* Backward Roll: to feet* Pinwheel/Cartwheel: transfer weight at different levels Tripod/Tip up Vault: tuck, flank * Climb Rope: 9ft Positions on ropes: hang-tuck & skin the cat * Beam: Forward dip walk/Sideways grapevine/Backwards dip walk/Pivot turns/Balance* Support weight while travel on apparatus (whittle)*</p>
<u>4TH GRADE</u>	<u>5TH GRADE</u>
<p>Balances: arabesque, scale, assemble, fouette, sissione Forward Roll: sequence with balances scale-arabesque Backward Roll: to feet with balances Pinwheel/Cartwheel: transfer weight at differ levels Inverted balance: Tripod/Tip up/Headstand Vault: tuck, flank, front * Beam: Forward dip walk/Sideways grapevine/Backward /Pivot turns/Flight skills/Balance*</p> <p>Climb Rope: 12ft Positions on ropes: hang-tuck-pike & skin the cat * Gymnastics routine (2 passes) Support weight while travel on apparatus (whittle)*</p>	<p>Balances: arabesque, scale, assemble, fouette, sissione Forward Roll: sequence w/ balances, dive and walk out Backward Roll: to feet w/ balances assemble, fouette, sissone</p> <p>Cartwheel/Round-off: transfer weight at diff levels</p> <p>Inverted balance: Tip-up/Headstand/Handstand Vault: tuck, flank, front, straddle Beam: Forward dip walk/Sideways grapevine/Backward /Pivot turns/Flight skills/Balance *</p> <p>Climb Rope: 12ft * Positions on ropes: inverted hang-tuck-pike Gymnastics routine (3 passes) Support weight while travel on apparatus (whittle)</p>

Dear Parents,

Your child is participating in their gymnastics unit. Please help them to make sure they are prepared for this unit with proper clothing and no jewelry. For additional information about gymnastics or physical education in general, please see my teacher page from the Riker Hill web page and click “gymnastics”.

If you have any questions feel free to e-mail me at jtahan@livingston.org.

Thank you,
Mr. Tahan

Tahan: Revised 1-9-12

Gymnastics Safety Rules

- 1 Appreciate the risk
 - Participation in gymnastics, even under the best of conditions, carries with it a reasonable assumption of risk.
 - Note the fact that improper behavior during this activity can result in injury, paralysis or worse.
- 2 Dress appropriately
 - No jewelry, must have sneakers and loose clothing, long hair should be tied back, no skirts or dresses, no hooded sweatshirts, and no hard hair ties or clips.
- 3 Check equipment
 - Prior to each use, make sure everything is in the proper position.
 - Any questions ask the teacher.
 - Do not attempt to perform any stunts until the person ahead of you is off the mats and clear of your path.
- 4 Be prepared to participate
 - Be ready to listen to instructions and safety considerations.
 - Make use of time given to practice and improve skills
- 5 Establish clear student-teacher communication
 - Everyone should know exactly who, what, when, where, how, and why a skill is to be performed.
- 6 Master the basics
 - Basic skills are the foundation for more advanced skills.
 - Proper technique is crucial.
 - Never try a stunt beyond the level of that being performed in the class



THANK YOU FOR HELPING US KEEP YOUR CHILD
SAFE, ACTIVE & HEALTHY

Gymnastics

Educational gymnastics requires many areas of health and skill related fitness such as muscular strength/ endurance, flexibility, coordination, balance and agility to perform various types of movement skills such as rolls, balances, inverted balances, rotational, transfer of weight skills, traveling skills and turns to perform “art through movement”. This is instructed as an educational format where instruction is differentiated for students based on their individual ability and work progressively at their own comfort level. Performing skills as a physical art form is encouraged by emphasizing: performing each skill to the best of each child’s ability demonstrating body control (personal perfection = students personal best), taking time to perform skills correctly and safely without rushing, and fluid movements and smooth transitions from one skill to the next. Through creative practice/design, students demonstrate their deep understanding & appreciation of these concepts by sharing and observing each individuals movement expression & interpretation.

Children benefit from gymnastics in many ways:

- *Improves body management & control*
- *Aids in the development of locomotive, non-locomotive, & manipulative skills*
- *Promotes health & skill related fitness components including: endurance, strength, flexibility, agility, coordination, and balance*
- *Can improve cognitive and affective outcomes of problem solving, body mechanics, and aesthetics.*
- *Promotes confidence in all physical skills and activities*

