



Learning Objective: To Perform a Cartwheel in a Straight Line along the Floor

National Curriculum Links:

- Use running and jumping in isolation and in combination.
- Develop flexibility, strength, technique control and balance.
- Compare performances with previous ones and demonstrate improvement to achieve their personal best.

Assessment Criteria:

- Emerging – Pupils can perform a cartwheel around a semi-circle with support from apparatus.
- Expected – Pupils can perform a cartwheel along the floor in a straight line.
- Exceeding – Pupils can perform a cartwheel $\frac{1}{4}$ turn along a bench.



Equipment:

- Gymnastic mats.
- Box tops/benches.
- Spots.
- Skipping Rope.
- Year 4 – Phase 1 – Lesson 4 – Video Resource.



Lesson Safety:

- Adequate spacing of gymnastic mats.
- Adequate space between various set ups.
- Pupils standing to the side of the mats whilst their partner is performing.
- Support the cartwheel the same side as the pupils lead leg.



Physical Preparations / Pre-requisites:

Stretch shape, Star Shape, Spider Walks, Bunny Hops, Front Support, Side Support, Back Support, Plank, Press Ups, Lunges.

Key Vocabulary:

Cartwheel, dynamic balance, Lunge, tension, extension, star shape, transfer of weight.

Fitness Components:

Balance, flexibility, power, co-ordination, strength.

Warm Up – 40/20 - Strength and Conditioning Warm Up to Prepare the Body for Cartwheels (Refer to Warm Up Sheet)

Q – Did the exercises appear harder or easier than previously? If harder, why? Do you think by doing this kind of exercise regularly will improve strength and fitness?

Pupils in their groups of 4 from the last 2 weeks. Nominate a different person to lead the group in flexibility: arm circles forward and backward, pike stand, straddle stand, butterfly.

L /Pike sit, and straddle sit and stretch in these positions. Mobility of ankles and wrists. (Refer to the stretching sheet).

Remainder of pupils to name the muscles being stretched.

Q – How will flexibility aid the cartwheel skill? Look for answers – straighter legs, skill will look neater (aesthetically pleasing – stylish, elegant)

Description of Activity

Explain to pupils' that a cartwheel is a dynamic balance.

Q – What does dynamic balance mean? Look for answers – balance whilst in motion (moving)

Demonstrate a cartwheel using an able pupil or the video resource along the extended cartwheel station.

Q – What shapes do you recognise? Star Shape

Q – What are the similarities and differences of the cartwheel compared to handstand?

Explain that a cartwheel is similar to a handstand, but instead of putting our hands down forward, we must turn our hands 90 degrees and transfer our weight through a star position to land on the other leg.

Explain that pupils that can already perform a cartwheel will be working on performing a cartwheel $\frac{1}{4}$ turn.

Use the video resource to demonstrate a Cartwheel $\frac{1}{4}$ turn.

Q – What is the difference?

Teaching Points / Differentiation

Cartwheel

Start in stretch shape on the first spot.

Lift leg and step forward, bending the leg as it hits the floor.

Turn hands sideways (same direction as foot) Push hard off leg into a star shape.

Transfer weight through arms.

Land in star the opposite side.

Description of Activity
Teaching Points / Differentiation
Activity 2 - Cartwheel

Set up the hall into the following areas? Use the PowerPoint resource to help you set up the area.

Area 1 – Learning the Cartwheel

- Back Support – Dynamic Front Support – Back Support.
- Switch Leg Handstand over a skipping rope.
- Cartwheel over a Bench.

Area 2 – Developing the Cartwheel

- Cartwheel around a semi-circle using apparatus for hand support.
- Cartwheel around a semi-circle on floor.
- Cartwheel in a straight line (use of spots) (parallel skipping ropes).
- Extended Cartwheel using spots.

Cartwheel over a Bench

Push tall in star shape at the side of bench.

Point closest foot towards bench and turn body slightly to face bench.

Reach hands sideways onto the bench (same direction as foot).

Push off leg into a star shape.

Transfer weight through arms.

Land in star the opposite side.



Easier – Bent legs.



Harder – On floor.

Cartwheel

Start in stretch shape on the first spot.

Lift leg and step forward, bending the leg as it hits the floor.

Turn hands sideways (same direction as foot).

Push hard off leg into a star shape.

Transfer weight through arms.

Land in star the opposite side.



Easier - Around a semi-circle.



Harder – Extended along spots.

Description of Activity

Area 3 – Cartwheel $\frac{1}{4}$ Turn

- Cartwheel $\frac{1}{4}$ turn between skipping ropes.
- Cartwheel $\frac{1}{4}$ turn along a bench*.

*Ensure mats are put at the side and over the top of the bench as per the PowerPoint to protect pupils from landing on the bench.

Demonstrate the activities in each area to the class.

Explain to pupils that each area progresses from station to station. Once a pupil can perform the hardest station in that area, they are ready to progress to the next area.

Ask pupils to self-evaluate their ability to perform a cartwheel and use prior knowledge from the handstand work in previous lessons. If pupils cannot perform a cartwheel, they should start in the learning a cartwheel area.

If pupils can almost perform a cartwheel or have bent legs and bent arms when performing a cartwheel, they should start in the 'developing the cartwheel area'.

If pupils can perform a cartwheel with straight legs and arms, they should start in the 'extending the cartwheel area'.

Allow pupils to work on the stations within their area, observe and analyse pupil's performance and give feedback.

Progress pupils to harder stations or move pupils back down a level dependent on their performance.

Stop the lesson at various points to recap key teaching points, show demonstrations of all abilities and to allow children to evaluate their own and others performance and provide peer feedback.

Teaching Points / Differentiation

Cartwheel $\frac{1}{4}$ Turn

On landing: turn the first foot to face the direction you started.
Second leg steps behind the first leg to finish in a lunge position.
Arms stretched above the head.



Harder – Along a bench.

Plenary – Gymnastics Apparatus

Some pupils during the session performed their cartwheels along a bench. In women's gymnastics, gymnasts must transfer floor skills onto the beam.

Q - How wide is a beam? 4 inches.

Q - What other apparatus do women and men compete on?

If pupils don't know, set this as a task for them to find out. Women compete on 4 apparatus and men on 6. Question them again the next time you see them.

Answers:

Women – Floor, Beam, A-Bars, Vault.

Men – Floor, Pommel, Rings, Vault, P-Bars, High Bar.