**Year 4 Gymnastics Routine composition record for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class\_\_\_\_\_\_\_\_\_\_\_**

Who was also in the group?

The Routine - 4 skills from the following 4 skills groups: Travel – Balance – Jump – Roll, plus a start and end position.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| VOCABULARY EXAMPLES to help you think about the routine you created | | | | | | | | | |
| Skill | Skill Group | Apparatus and height | Composition focus | Level | Speed or  Dynamics | Direction | Pathway | Timing | Improvement |
| Forward roll, star jump, tucked balance, skip | Roll, jump, balance, travel | Floor mat, bench, hoop, – low, high | Inverted skill, meeting, parting, copying , contrasting | High, Medium, low | Fast, medium, slow, still | Forwards, backwards, sideways | L-shaped, curved, straight, zigzag | Canon, unison, contrasting, for a count of three | For your own ideas. E.g. quality, peer feedback etc. |

Describe or draw your routine.

End Position

Start Position

The most difficult challenge to solve was

The easiest part to create was

If the routine had to be adapted, describe why and how: