**Year 6 Gymnastics Routine composition record for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Who was in the group?

The Routine - 10 skills from the following 4 skills groups: Travel – Balance – Jump – Roll, plus a start and end position.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Skill | Skill Group | Apparatus and height | Composition focus | Level | Speed | Direction | Pathway | Timing | Spare box |
|  | Start Position |  |  |  |  |  |  |  |  |
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|  | End position |  |  |  |  |  |  |  |  |
| VOCABULARY EXAMPLES to help you think about the routine you created | | | | | | | | | |
| Forward roll, star jump, tucked balance, skip | Roll, jump, balance, travel | Floor mat, bench, hoop, wall bar – low, high | Counter-balance, inverted, symmetrical, contrasting | High, Medium, low | Fast, medium, slow, still | Forwards, backwards, sideways | L-shaped, curved, straight | Canon, unison, contrasting | For your own ideas. E.g. quality, peer feedback etc. |

**Gymnastics Routine composition page 2**  NAME

The most difficult challenge to solve was

The easiest part to create was

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

Describe how the routine could be improved or how it could be adapted to make it different.

*Consider different group numbers, apparatus, skills, pathways, speed, timing, levels and direction etc.:*