

# Gymnastic activities – unit 5

## ABOUT THE UNIT

In this unit children create longer sequences to perform for an audience. They learn a wider range of actions and explore more difficult ways to perform.

In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.

## WHERE THE UNIT FITS IN

This unit lays the foundations for gymnastics in year 6, when children will use low apparatus with a partner. They will arrange the apparatus responsibly, without direct supervision. In both gymnastics and dance, they will spend longer using their knowledge of compositional principles to adapt and develop their sequences. They will perform their work for an audience. They will also watch performances and begin to make simple judgements against a set of criteria, suggesting ways that work could be improved.

In other physical education units, children will concentrate on putting together performances in groups. They will learn more about organisation and composition and be expected to become more fluent in their movements.

## VOCABULARY

In this unit children will have an opportunity to use a range of words and phrases, such as:

- asymmetry
- symmetry
- display
- matching
- flight
- feet apart, feet together
- crouch
- inclined

## RESOURCES

- resource cards and CD-ROM-based ideas on partner work and sequences
- an appropriate selection of:
  - low apparatus, eg mats
  - intermediate apparatus, eg benches, planks, vaulting box tops, inclined platforms, padded platforms
  - portable high apparatus, eg vaulting boxes, bar boxes, high tables
  - fixed high apparatus, eg ropes, rope ladders, climbing frames
  - monitoring equipment, eg a pulse rate monitor

## EXPECTATIONS

### When carrying out the type of activities and tasks in this unit

*most children will be able to:*

create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed; choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of a task, using their knowledge of composition; understand the need for warming up and working on body strength, tone and flexibility; lead small groups in warm-up activities; use basic set criteria to make simple judgements about performances and suggest ways they could be improved

*some children will not have made so much progress. They will be able to:*

with help, make up sequences that include contrasting actions, shapes and balances, and usually one dynamic; practise and refine actions, shapes and balances; repeat their sequences successfully; give reasons for warming up; follow others through a range of whole body exercises and stretches; watch, compare and contrast others' performances

*some children will have progressed further. They will be able to:*

make up longer, more complex sequences, including contrasting actions, shapes, balances and dynamics; easily adapt sequences from one situation to another; take the lead in a group when preparing a sequence for performance to an audience; practise and refine their own work; show clear individual movements; transfer smoothly from one movement to another; lead warm-up activities; judge the strengths and weaknesses of performances, and choose a single focus for improvement

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

## LEARNING OUTCOMES

## POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

### ACQUIRING AND DEVELOPING SKILLS

- to perform actions, shapes and balances consistently and fluently in specific activities
- Ask the children to explore a range of symmetric and asymmetric actions, shapes and balances, *eg rolling, sliding, feet only, hands and feet*. Help them to control actions and to combine them fluently. Encourage them to be aware of extension, body tension and control.
- Teach the children to move from the floor to apparatus, to change levels on apparatus, and to move safely from apparatus to the floor. Teach them how to perform and combine movements with others in a group, so that the movements are mirrored or matched.
- Talk to the children about their performance, *eg the need for accuracy, consistency and clarity of movement*. Listen to them talk about successful combinations of actions, shapes and balances.

- perform combinations of actions and agilities that show clear differences between levels, speeds and directions
- perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension

### SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS

- to choose and apply basic compositional ideas to the sequences they create, and to adapt them to new situations
- Ask the children to make up phrases and short sequences with symmetric and asymmetric actions, shapes and balances. Help them to include changes of direction, speed, level and rotation. Help them to choose when to mirror or match their sequence when working with a partner.
- Teach the children to make up longer, more complex sequences. Ask the children questions, *eg Which elements are symmetrical? Which are asymmetrical? Is the pathway planned? Are there changes in level, direction or speed?*
- Listen to the way the children adapt sequences to suit the needs of individuals or a new apparatus layout. Ask them whether they can change the order of the elements in the sequence to make a new sequence.

- repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction
- adapt sequences to include a partner or a small group

### KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH

- to know and understand the basic principles of warming up and why it is important for good-quality performance
- to understand why physical activity is good for their health
- Ask the children what they already know about warm-up activities. Encourage them to make up warm-up routines that follow basic principles, *eg raise the body temperature gradually, controlled stretching*.
- Help the children to understand how they can use gymnastics to develop strength and suppleness, *eg holding balances, controlling actions, maintaining fluency and clarity*. Teach them how muscles work, *eg work by shortening, relax by lengthening*. Talk to them about specific safe strength and stretch exercises, *eg push-ups, sit-ups, hamstring stretches*. Ask them which joints need to be stretched for gymnastics. Ask them which muscle groups are important for control, extension and body tension.
- Talk to the children about why strength and suppleness contribute to health.

- take more responsibility for their own warm up
- know how muscles work, how to stretch, and how to carry out strengthening exercises safely
- know why strength and suppleness are important in gymnastics

### EVALUATING AND IMPROVING PERFORMANCE

- to choose and use information and basic criteria to evaluate their own and others' work
- Ask the children to watch a performance and evaluate its success, *eg Did the performers meet the requirements of the task? Was the sequence repeated accurately? Were the actions, shapes and balances performed accurately and clearly?* Help the children to identify aspects that were performed well, and those that needed improving.
- Teach the children how to choose a focus for improvement. Talk to them about their own performance and ask them to identify one or two aspects of their performance to practise and improve. Help them to decide when they need to practise as a group, and when to practise on their own.
- Talk to the children about what they see in demonstrations. Ask them to look carefully for changes in speed, direction and level, or contrasting actions, shapes and balances.

- watch and comment on the quality of movements, shapes and balances, and the way apparatus is used
- identify which aspects were performed consistently, accurately, fluently and clearly
- suggest improvements to speed, direction and level in the composition

- In every lesson, most of the children's learning should take place through physical activity relating to the core tasks.**
- Most lessons should start with short warm-up activities that help the children remember what they did in the last lesson and prepare them for what they will learn next. Most lessons should end with cool-down activities.
- Give the children enough time to practise their work, and to show and teach it to different partners. When working in pairs or small groups, the children should have an opportunity to work with different partners.
- Give the children time to finish and refine a sequence before moving them on to a new piece of apparatus or a new sequence.
- Give the children the opportunity to record their sequences and actions, to help them remember them and share their ideas with others. They could use a graphics package to record different apparatus layouts and to map sequence pathways.
- The children could use a digital video camera to record sequences and combinations of actions. This would help them to evaluate the quality of movements and links, and to improve their work by analysing what different body parts are doing during a performance.
- Make sure the children have an opportunity to see good-quality performances and actions by watching demonstrations and videos, and looking at photographs, pictures and resource cards.
- Give the children specific feedback on their ideas, compositions and how to improve the quality of their movement.

#### Health and safety

- Are the children wearing footwear and clothing that are safe and help their learning?
- Is the space safe and clear enough to work in?
- Are children aware of others in the class when they are moving and working?
- Have they all warmed up and cooled down properly?
- Do they all know how to lift and move apparatus safely?

## PRIOR LEARNING

It is helpful if children have:

- an understanding of the need to practise and refine an action to improve the quality of performance
- combined actions into well-constructed sequences with changes of level and speed
- used a range of different clearly formed body shapes
- worked side by side with a partner on the floor, and one behind the other using apparatus

## CORE TASKS

Following are core tasks the children could be asked to carry out.

### Task 1

Working with a partner or in a small group, and using floor and mats, create and perform a gymnastic sequence of at least eight elements, *eg a combination of asymmetrical shapes and balances, with symmetrical rolling and jumping actions*. Your sequence should include changes of direction and level, and incorporate mirroring or matching shapes and balances.

### Task 2

Adapt the floor and mat sequence that you created in Task 1, so that it can be performed on apparatus that includes two sections with different levels. Design the sequence so that you start on one level of the apparatus, move to the floor, and finish on a different level of apparatus. The group must start and finish the sequence at the same time.

### **Adaptations and variations on the tasks**

Ask the children to:

- make their sequences longer or shorter, *eg include more balances, body shapes, ways of travelling*
- make up another sequence using the same rules, *eg change the order of shapes and ways of travelling*
- perform the sequence with a change in dynamics, or include a second dynamic, *eg perform the sequence with changes of level and speed, or changes of speed and direction*
- find a way to perform the same sequence using different apparatus, or a combination of floor and apparatus
- work in a larger or smaller group and ask the group to use canon, or combine with another group to change partners during the sequence
- perform the sequence with a different emphasis, *eg stretched shapes and movements that involve curling actions*

## EXTENSION AND ENRICHMENT

Out of lessons, at home and in the community, children could be encouraged to:

- go to local gymnastic displays (they could watch other classes perform in lessons or assemblies)
- join extracurricular gymnastic activity clubs
- get in touch with local gymnastic clubs
- use simple activity cards at playtime
- watch national and international gymnastic events on television, or find out about them in books or on CD-ROM
- write down or describe their sequences to their parents or guardians
- perform some of their floor sequences at home

## CROSS-CURRICULAR LINKS

This unit could be linked to:

- mathematics – visualising and describing shapes and movements
- PSHE – learning to cope with the changes in growing and developing bodies

