

Gymnastic activities – unit 1

ABOUT THE UNIT

In this unit children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat, short movement phrases of 'like' linked actions, *eg two jumps, or two rolls*.

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 2, when children will increase their range of basic gymnastic skills and put together a short sequence of 'unlike' actions, *eg a balance, roll and jump*, with a starting and finishing position. They will link actions on the floor with actions on apparatus. They will work with a partner, copy sequences, and begin to use more challenging apparatus. They will lift, carry and place apparatus correctly, and learn how exercise affects the body. They will watch gymnastic performances and learn to describe what they see.

In other physical education units, children will use the same range of 'travelling' ideas. In dance they will use them to express ideas and feelings, and in games they will develop running and jumping actions, often using or carrying equipment.

VOCABULARY

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

- jump, land, rock, roll, grip, hang, push, pull, bounce, hop, skip, step, spring, crawl, slide
- words to describe speed, *eg stop, still, slowly*
- shape, *eg tall, long, wide, narrow*
- direction, *eg up, down, forwards*
- level, *eg high, low*
- pathway, *eg zigzag, straight*
- body parts and surfaces, *eg feet, hands, toes, heels, knees, head, elbows, bottom, back, tummies*
- along, around, across, on, off, over, under, through
- tension, extension, relaxation

RESOURCES

- a database of ideas for still shapes and balances
- resource cards with pictures of actions and body shapes
- an appropriate selection of:
 - low apparatus, *eg mats and benches*
 - portable apparatus, *eg a selection from planks, inclined platforms, padded platforms, A-frames or trestles, ladders, bars, balance beams, tables*
 - fixed apparatus, *eg climbing frames, ropes*

EXPECTATIONS

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

most children will be able to:

show basic control and coordination when travelling and when remaining still; choose and link 'like' actions; remember and repeat these actions accurately and consistently; find and use space safely, with an awareness of others; identify and copy the basic actions of gymnasts; use words such as rolling, travelling, balancing, climbing; make their body tense, relaxed, stretched and curled; describe what they do in their movement phrases

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

explore basic gymnastic actions and develop some control and coordination; begin to associate these actions with words, signs and symbols; link and repeat actions with help; understand how to use space and apparatus safely; change their movements to avoid other children; feel the difference in their body when they are tense and relaxed, and stretch fingers and toes; know how to start and finish their movement phrases

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

perform longer movement phrases with clear beginnings, middles and ends; repeat these sequences accurately and consistently; perform the basic gymnastic actions with control and variety; link 'unlike' actions confidently; describe what they feel like when they are tense, relaxed, stretched and curled; describe their own and others' movements, balances and body shapes, using appropriate language accurately

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

ACQUIRING AND DEVELOPING SKILLS

- to explore gymnastic actions and still shapes
 - to move confidently and safely in their own and general space, using changes of speed, level and direction
- Ask the children to respond to instructions and commands, *eg on voice command, on a clap, or using different combinations of musical instruments to mean start, stop, small shape, and so on*. Ask them to move between mats and small apparatus, *eg walk safely between mats and markers*, and then to change the speed of movement. Help them to use the floor, mats and apparatus confidently.
 - Teach the children a range of basic gymnastic actions, *eg travel (on feet, hands and feet, push, pull, slide and roll), take weight on hands, rock and roll, climb, be still*. Teach them to use the floor, mats and apparatus imaginatively and confidently, *eg roll on a mat, go through a piece of apparatus, make a still shape supported by apparatus*. Teach them to be still in different body shapes and balances, and to combine different ways of travelling. Help them to be able to find their own space.

- perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required
- manage the space safely, showing good awareness of each other, mats and apparatus

SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS

- to copy or create and link movement phrases with beginnings, middles and ends
 - to perform movement phrases using a range of body actions and body parts
- Ask the children to link basic movement actions, *eg a jump and a roll, a slide and be still in a shape, move from upside-down to the right way up*. Help them to explore a range of starting movements or shapes linked to 'like' movements or shapes, *eg one jump followed by a different jump, a roll followed by a roll in a different direction, a shape on the floor linked to the same shape on apparatus*.
 - Teach them to choose and link movements on the floor to movements and shapes using apparatus, *eg roll on a mat, jump backwards off the mat, slide over a piece of apparatus*, and remember and repeat these. Talk about the way in which they choose movements to link together.
 - Ask them to repeat a simple movement phrase and keep repeating it accurately.

- make up and perform simple movement phrases in response to simple tasks
- link and repeat basic gymnastic actions
- perform movement phrases with control and accuracy

KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH

- to know how to carry and place apparatus
 - to recognise how their body feels when still and when exercising
- Teach the children how to handle apparatus safely.
 - Teach the children to recognise what it feels like when their body shows tension, *eg all their muscles are tight; extension, eg their feet, toes, hands and fingers are stretched; and relaxation, eg their muscles are loose and soft*. Listen to what they say about how they feel in gymnastics lessons, *eg hot, cool, heart beating fast or slow, puffed out, tired*. Listen to them talk about the activities that were fun.
 - Ask them how the body changes during exercise.

- know when their body is active and talk about the difference between tension and relaxation
- carry and place appropriate apparatus safely, with guidance

EVALUATING AND IMPROVING PERFORMANCE

- to watch, copy and describe what they and others have done
- Ask the children to show and name a range of basic gymnastic actions. Help them to describe the actions in more detail, *eg hopping, sideways, slowly*.
 - Teach them to remember short sequences of movement and describe them using appropriate language, *eg skip forwards to a mat, straight roll, slide to apparatus and make a still shape*. Teach them to record their movement sequences using appropriate symbols and signs.
 - Talk to children while they watch others working and ask them to copy others' actions, including another child's movement sequence.

- watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language
- copy a partner's sequence of movement

- 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 explore and practise their new skills and ideas. Give them opportunities to talk about what they have done and what they should do.
- Help the children to remember their movement phrases by using words, pictures and visual clues. They could use a database of still shapes and balances for ideas.
- Make sure the children have an opportunity to watch others, copy them and describe what they have done. Resource cards and other visual images might be useful. A digital camera could be used to record the children's still shapes and balances, so that they can see their own performances.
- Give the children specific guidance on the skills they need to use and how to use them correctly, as well as general feedback and praise.
- Give the children opportunities to record what they have done. Recording the order of their sequences on a concept keyboard can help them to remember and repeat them.
- There are opportunities for children to extend their vocabulary where they are taught to describe their movements. This links with year 1 of the *National Literacy Strategy: Framework for planning, eg Y1 T2, W10*.

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?
- Have the children been taught to be aware of others in the class when they are moving and working?
- Have they all warmed up and cooled down properly?
- Have they been taught how to lift and move apparatus safely?

PRIOR LEARNING

It is helpful if children have:

- developed the ability to follow simple instructions
- gained confidence in lifting, carrying and placing small apparatus
- developed sound jumping and landing techniques
- experienced using space safely, taking account of others
- learned vocabulary for the basic actions of gymnastics, *eg roll, jump, climb*, and can name some body parts

CORE TASKS

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

Task 1

Choose two ways of travelling, *eg walking backwards safely and a roll*, and link these to make a short movement phrase which you can remember and perform on the floor. Make sure you know where you start and finish, and what shapes you will make to start and finish.

Adaptations and variations on the task

Ask the children to:

- explore the variety of ways they can perform actions, *eg making different shapes, travelling in different ways*
- change the way they perform a movement or action, *eg change levels, speeds, pathways or directions, or use different body parts*
- try to perform the same movements using apparatus
- add still shapes at the beginning, middle and end of the travelling actions
- work with a partner, *eg to copy or follow a travel sequence*

Task 2

Choose three 'like' actions, *eg three different jumps, three rolls, or three ways of taking your weight on your hands*, and link these actions to make a short movement phrase on the floor and apparatus. You need to be able to remember and repeat your movement phrase.

Adaptations and variations on the task

Ask the children to:

- vary the places in which they perform movements or actions, *eg through, across, along, between, around large or small apparatus or mats*
- work with a partner, *eg to copy or follow a travel sequence*
- use lower, separate apparatus and link fewer actions in the sequence (this will make the task easier)
- use higher, linked apparatus and link more actions in the sequence (this will make the task harder)

EXTENSION AND ENRICHMENT

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

- join a school movement and gym club
- go to local gymnastic displays or watch older children performing in assembly
- follow short travel and shape trails at playtime (these could be set up in the playground)
- get in touch with local gymnastic clubs
- 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

CROSS-CURRICULAR LINKS

This unit could be linked to:

- science – naming body parts, understanding the body's needs, exploring forces and motion
- mathematics – repeating patterns and sequencing
- English – describing and talking about what they do

