

Gymnastic activities – unit 2

ABOUT THE UNIT

In this unit children focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, *eg a roll, jump and a shape*. They then transfer what they learn on the floor to apparatus.

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 future gymnastic units, in which children will explore the challenge of using apparatus in sequence work. They will improve the quality of their gymnastic actions, *eg stretching fingers and pointing toes*. They will plan and perform sequences of contrasting actions, with the aim of developing flow and varying speed.

In all physical education units, children will learn to work positively and cooperatively with partners. They will watch others perform and will describe important features of their performance.

VOCABULARY

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

- hang, swing, sequence, copy, upside-down, take off, smooth, quarter-turn
- words to describe:
 - speed, *eg fast*
 - shape, *eg twisted, curled, wide, narrow*
 - level, *eg medium*
 - direction, *eg backwards, sideways*
 - pathway, *eg zigzag, angular*
 - body parts and surfaces, *eg legs, arms, hips, fingers, shoulders, tummy, sides*
 - under, through, towards, in front, behind, over

RESOURCES

- resource cards of actions, balances 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:

plan and repeat simple sequences of actions; show contrasts in shape; perform the basic gymnastic actions with coordination, control and variety; recognise and describe how they feel after exercise; describe what their bodies feel like during gymnastic activity; describe what they and others have done; say why they think gymnastic actions are being performed well

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

complete tasks and choose and sequence the basic actions with guidance; show a small range of body shapes and movement; perform movements with some control and coordination; describe what has happened to their bodies after exercising; describe others' sequences using actions and words

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

perform actions with control and fluency, responding in a more imaginative way; plan longer sequences independently; use a wider range of gymnastic agilities and actions confidently on the floor and apparatus; say when their heart rate and breathing rate will quicken; say how their body feels after gymnastic activity; describe performances clearly, recognising what is good quality

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

ACQUIRING AND DEVELOPING SKILLS

- to remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision
- Help the children to keep still, *eg when performing a balance or making a body shape*.
- Ask the children to stretch their bodies when making shapes or holding a balance, *eg to point their toes*, and to show control when moving.
- Teach the children to explore and develop their range of gymnastic movements and actions on the floor and apparatus, when travelling, still and balancing, *eg on named body parts*; taking weight on their hands, *eg body partly inverted*; taking off and landing, *eg controlled landing and lift at take-off*; turning and climbing, *eg frames, ropes*; and rocking and rolling, *eg forwards, backwards and sideways*. Ask them to link a body shape or balance to a travelling action.
- Help the children to find safe ways to use the apparatus and floor space, *eg walking backwards, rolling or jumping on mats or apparatus, sliding through apparatus*.

- perform a range of actions with control and coordination
- repeat accurately sequences of gymnastic actions
- move smoothly from a position of stillness to a travelling movement
- move smoothly and in a controlled way from one position of stillness to another

SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS

- to choose, use and vary simple compositional ideas in the sequences they create and perform
- Teach the children to develop short sequences on their own of ‘unlike’ actions, using shapes, *eg twisted, long, wide*; pathways, *eg zigzag*; speed, *eg fast, slow*; levels, *eg high, low*; directions, *eg forward, backward*; large and small body parts; holding different body parts high.
- Teach the children to use their imagination to find different ways of using apparatus by performing combinations of movements, balances and body shapes. Teach the children to form simple sequences of different actions, using the floor and a variety of apparatus layouts.
- Teach them that sequences have clear beginnings, middles and ends. Talk about the way they remember their sequences. Listen to their thoughts on easy and hard combinations of movement, and on ways of using apparatus.

- devise, repeat and perform a short sequence in which there is a clear beginning, middle and end
- adapt the sequence to include apparatus or a partner
- use different combinations of floor, mats and apparatus, showing control, accuracy and fluency

KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH

- to recognise and describe what their bodies feel like during different types of activity
- to lift, move and place equipment safely
- Teach the children to say when gymnastic activity changes their heart rate, breathing and body temperature. Talk to them about the language they can use to describe these changes.
- Ask the children to explain how they know when it is safe to use mats or apparatus. Help them to make decisions about safety based on the task, the number of children involved and the apparatus used. Teach the children to think about how they position apparatus for safety, *eg not close to a wall, not close to another piece of apparatus, or on a mat*.

- say whether their heart is beating fast or slow, whether their breathing is normal or puffed, and whether they feel hot, warm or cool
- recognise and avoid risks when handling and placing apparatus

EVALUATING AND IMPROVING PERFORMANCE

- to improve their work using information they have gained by watching, listening and investigating
- Teach the children to have a clear focus when watching others perform, *eg watch how they move from the balance into the travelling movement*. Teach them to say when a movement, balance or body shape has been performed well.
- Teach them how to describe what they have done and what they have seen. Help them to explain how the sequences could be made harder or easier.
- Encourage the children to use advice from a teacher or partner to improve the quality of their sequence.

- describe their own or their partner’s sequence accurately, commenting on what it contains and whether it is performed smoothly and with control
- choose one aspect of their sequence to improve, and say how to improve it

- 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 short sequences by using words, pictures and visual clues. They could use a database of still shapes and balances as a model 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.
- The children could use a collage or Clip Art software to record different apparatus layouts and to map their sequence pathways. They could also use a word-processing package to write descriptions of their sequences and gymnastic actions.
- Describing and explaining the positioning of apparatus could link with work on giving and writing instructions in the National Literacy Strategy, Framework for planning.

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 the children aware of others in the class when they are moving and working?
- Have all the children 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:

- experienced different ways of travelling on feet, hands and feet, and without using feet
- explored ways of varying the basic actions
- linked a number of basic actions to make a simple, repeatable sequence

CORE TASKS

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

Task 1

Create and perform a simple sequence, on the floor and using mats, of up to four elements, *eg balance, roll, jump, body shape*. Make sure you have a clear starting position and that you move smoothly between shapes and actions.

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*
- work with a partner, *eg to copy or follow a travel sequence*
- vary the sequence by using contrasting actions (this will make the task harder)
- repeat the sequence using some different pathways, actions and shapes

Task 2

Transfer your sequence to a combination of floor, mats and apparatus, *eg move from the floor to finish on apparatus, or move from apparatus to finish on the floor*. Work with a partner to combine your sequence and your partner's sequence. Perform the new sequence as a pair.

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*
- 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)
- perform the sequence using different apparatus

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 older children performing in assembly)
- join extracurricular gymnastic activity clubs
- get in touch with local gymnastic clubs
- follow travel, balance and body shape trails at playtime (these could be set up in the playground)
- 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:

- PSHE – looking at how the body works and how it feels after exercise
- mathematics – exploring shape and space, describing patterns and shapes
- geography – understanding directions and 'mapping' sequences

