

Prior learning and Expectations of the unit - Gymnastics

It is important to recognise what the children should already be capable of doing before teaching this unit so that differentiation is easier. I have also included what the children should be expected to do at the end of a unit which should help you to see the progression in the lessons.

<u>Prior Learning</u>	<u>Expectations of the unit</u>
<p><i>It is helpful if the children have:</i></p> <ul style="list-style-type: none"> • made short sequences of ‘unlike’ actions, <i>e.g. jump-roll-balance</i> • remembered and repeated sequences accurately • linked actions on the floor with actions on the apparatus • copied a partner’s actions • modified their basic actions, <i>e.g. different levels, shapes, speeds, pathways, body parts</i> 	<p><i>Most children will be able to:</i> use a greater number of their own ideas for movements in response to a task; choose and plan sequences of contrasting actions; adapt sequences to suit different types of apparatus and their partner’s ability; explain how strength and suppleness affect performance; identify some muscle groups used in gymnastic activities; suggest warm-up activities; compare and contrast gymnastic sequences, commenting on similarities and differences; with help, recognise how performances could be improved.</p> <p><i>Some children will not have made so much progress. They will be able to:</i> perform some gymnastic actions with control and accuracy; repeat short sequences of movement that include ‘unlike’ actions; show some contrast in shape and use of direction; work safely on the floor and apparatus; follow warm-up activities carefully and recognise which parts of the body are working hardest; describe what others have done, using gymnastic language; with help, comment on the quality of performance.</p> <p><i>Some children will have progressed further. They will be able to:</i> work on longer sequences; show control, consistency and accuracy of movement; include changes in level, direction and speed in their sequences; adapt short sequences so that a partner or small group can perform them; recognise how strength and suppleness affect the quality of performance; suggest warm-up activities; identify similarities and differences between performances; suggest some ways a performance could be improved.</p>

Planning – gymnastic activities

This unit of planning is designed for 6 weeks but can be made longer or shorter, with more time spent on learning skills or learning and performing a sequence of movements. Each lesson ensures the children begin with a warm-up where they can learn about fitness and health, practice a key skill for the sequence of movements, develop and apply the skill further and evaluate what they have learnt, suggesting improvements for next time.

There are 2 core tasks the children can carry out during this sequence of lessons. Both core tasks focus on a sequence of movements using the apparatus.

<u>WEEK</u>	<u>LEARNING OBJECTIVE/SUCCESS CRITERIA</u>	<u>WARM-UP</u>	<u>SKILLS TEACHING AND PRACTICE</u>	<u>APPLICATION AND EVALUATION</u>	<u>COOL DOWN</u>
1	<p>WALT:</p> <ul style="list-style-type: none"> Experiment with a variety of different movements (jump, balance, roll) Concentrate on the quality of a movement (pointed toes, extended arms) 	<p>Play piece of music (one that is quite fast and has a decent beat!) – lead the children in aerobic type activities first to get heart rate up; then concentrate on stretching starting with neck and working down the body to the ankles. When sitting on the floor, encourage the children to sit with a straight back and crossed legs, like gymnasts.</p>	<p>Children to get the mats out and dot them around hall ready for lesson.</p> <p>Explain focus of lessons and outcome (Core Task 1 – see final planning sheet). Today, they are going to gather ideas that will help with their sequence.</p> <p>First of all, give the children a few mins to think of 2 jumps and 2 balances they can perform confidently – show this to partner. Give feedback on these movements – shapes created, pointed toes, extended arms. Swap round so other child gets to show. Give feedback again. If children are struggling,</p>	<p>Talk about linking movements and why these are important in gymnastics – demonstrate 2 jumps and 2 balances first without linking movements and then with linking movements.</p> <p>Children to practise short sequence again (individually) and apply linking movements – e.g. if performing shoulder balance, linking movement could be a forward roll into arabesque balance. Emphasise that the end of one movements should be the start of another to create ‘flow’</p>	<p>Stretch each part of body, starting at neck and working way down to the ankles.</p> <p>Children to sensibly pack away any equipment used.</p>

			draw or write some balances and jumps on sugar paper to display in hall. Key vocabulary to display is also a good idea.	Children perform these sequences to someone else – comment on flow and quality of movement.	
2	<p>WALT</p> <ul style="list-style-type: none"> Refine our use of linking movements Use the apparatus carefully in our sequence of movements 	<p>Play piece of music (one that is quite fast and has a decent beat!) – lead the children in aerobic type activities first to get heart rate up; then concentrate on stretching starting with neck and working down the body to the ankles. When sitting on the floor, encourage the children to sit with a straight back and crossed legs, like gymnasts.</p>	<p>Children will need to get the mats and variety of apparatus out today – decide as a year group the apparatus you want to use.</p> <p>Recap on the skills learnt last week – children to practise short routines with linking movements but do not use apparatus at the moment.</p> <p>Talk about safety with apparatus – must ensure they know rules before they use it. Explain that using the apparatus ensures different levels in their sequence – high, medium and low. Why is this important? Demonstrate some movements using apparatus e.g. balance on bench, then tuck jump to floor into another balance – comment on contrast of levels.</p> <p>Children to practise on variety of pieces of apparatus, balances and jumps – experiment with different movements but still focusing on linking movements to create flow.</p>	<p>Children to begin working towards a sequence of movements that includes 3 balances and 2 jumps.</p> <p>This week, they are to get the movements in the correct order, what 3 balances will they use? What 2 jumps will they use? How will they link the movements? Children to come up with this individually by the end of the lesson ready to work on it some more next week to refine and ready to perform.</p>	<p>Stretch each part of body, starting at neck and working way down to the ankles.</p> <p>Children to sensibly pack away any equipment used.</p>
3	<p>WALT</p> <ul style="list-style-type: none"> Show a starting and finishing position for our sequence of movements 	<p>Play piece of music (one that is quite fast and has a decent beat!) – lead the children in aerobic type activities first to get heart rate up; then concentrate on</p>	<p>Children to get out equipment safely as decided within year group.</p>	<p>Children to now apply their starting and finishing position to their routine – practise this routine with</p>	<p>Stretch each part of body, starting at neck and working way down to the ankles.</p>

	<ul style="list-style-type: none"> Show clear extension and flow when performing 	stretching starting with neck and working down the body to the ankles. When sitting on the floor, encourage the children to sit with a straight back and crossed legs, like gymnasts.	Talk about starting and finishing positions – why you need them and ideas about what they could be – need to be in a position so that it is easy to move into first jump or balance. Children to practise a variety using someone else to give feedback.	the focus being on flow and extension. Split class in half and have one half perform first whilst the others watch and then swap over. Provide feedback after the performance, commenting on start and finish positions, flow, extension, balance and jumps.	Children to sensibly pack away any equipment used.
4	<p>WALT</p> <ul style="list-style-type: none"> Adapt our sequence to include 3 ways of travelling into each balance Focus on flow and extension of movements 	Play piece of music (one that is quite fast and has a decent beat!) – lead the children in aerobic type activities first to get heart rate up; then concentrate on stretching starting with neck and working down the body to the ankles. When sitting on the floor, encourage the children to sit with a straight back and crossed legs, like gymnasts.	<p>Children to get out equipment safely as decided within year group.</p> <p>Explain task and outcome for next three weeks (Core Task 2 – see final planning sheet).</p> <p>Recap on different ways of travelling - this is the focus of the core task this time round – and because the apparatus is out, looking for creative ways to use the equipment.</p> <p>Children to have time to recap on the balances used in their original sequence (they will need to have 3) – encourage balances they can carry out comfortably. Then, come up with some different ways of travelling, this time using the apparatus e.g. sliding along a bench, vaulting over a box etc.</p>	<p>Children to apply these skills of travelling and link them with their balances.</p> <p>Experiment with starting with a different one of their balances, then try out different travelling movements.</p> <p>By the end of the lesson, the children should have 2 balances and 1 way of travelling to link the balances together.</p> <p>Perform to someone else in the class – emphasise on flow and extension of movements.</p>	<p>Stretch each part of body, starting at neck and working way down to the ankles.</p> <p>Children to sensibly pack away any equipment used.</p>
5	<p>WALT</p> <ul style="list-style-type: none"> speed 	Play piece of music (one that is quite fast and has a decent beat!) – lead the children in aerobic type activities first to get heart rate up; then concentrate on stretching starting with neck and working down the body to the ankles.	<p>Children to get out equipment safely as decided within year group.</p> <p>Recap on the sequence the children started last week –</p>	<p>Children to apply their knowledge of speed to their balance and travel sequence.</p> <p>Perhaps they will start</p>	<p>Stretch each part of body, starting at neck and working way down to the ankles.</p> <p>Children to sensibly pack</p>

		When sitting on the floor, encourage the children to sit with a straight back and crossed legs, like gymnasts.	<p>give them time to finish this sequence, so that they end up with 3 balances and 3 ways of travelling.</p> <p>Discuss the effect of different speeds when performing the movements – they are going to focus on this today.</p> <p>Allow children time to experiment with different speeds of travelling, first of all leaving out the balances – encourage fast and slow movements so that the sequence is aesthetically pleasing.</p>	<p>with a balance and run and leap over a bench into another balance – they may then sink to the floor and slowly crawl along the floor into another balance etc.</p> <p>Encourage the children to move around the hall and pieces of equipment so that they don't use the same pieces of equipment in their routine.</p>	away any equipment used.
6	<p>WALT</p> <ul style="list-style-type: none"> • show a beginning position and end position for our sequence • perform our sequence of movements to an audience 	<p>Play piece of music (one that is quite fast and has a decent beat!) – lead the children in aerobic type activities first to get heart rate up; then concentrate on stretching starting with neck and working down the body to the ankles. When sitting on the floor, encourage the children to sit with a straight back and crossed legs, like gymnasts.</p>	<p>Children to get out equipment safely as decided within year group.</p> <p>Recap on elements from last week – speed of travelling. Explain that today they are going to be coming up with a beginning position and end position to their sequence to make it look more professional.</p> <p>Discuss from previous sessions why this is needed and give the children time to experiment with these.</p>	<p>Children then have time to practise their sequence of balances and travelling with their starting and finishing positions. Really emphasise the use of speed and extension.</p> <p>Split the class in half – pair the children up so that they are watching one person in particular. Give success criteria to look at (use the WALT from each lesson) and give feedback on.</p> <p>Each person performs their sequence and receives feedback from the child – encourage the use of correct vocabulary e.g. balances, travel, speed, extension.</p> <p>Please video best sequences to upload</p>	<p>Stretch each part of body, starting at neck and working way down to the ankles.</p> <p>Children to sensibly pack away any equipment used.</p>

Gymnastics core tasks

Core task 1

Using floor and apparatus create and perform a sequence of contrasting actions, *e.g. three jumps and two balances*, showing contrasting shapes. Make sure you show extension when balancing and flow when transferring your weight, so that the end of one action is the beginning of another.

Core task 2

Using floor and mats, create and perform a sequence that involves a clear change of speed, linking three balances with three different ways of travelling, *e.g. balance, travel, balance, travel, travel, balance*.