

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 a sequence of contrasting actions, <i>e.g. two jumps and two balances</i> • improved their work by demonstrating extension and body tension, controlled landings, and clear changes of speed and flow in sequence work • adapted their work to the needs of a partner 	<p><i>Most children will be able to:</i> perform actions, balances, body shapes and agilities with control; plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement; adapt their own movements to include a partner in a sequence; understand that strength and suppleness can be improved; lead a partner through short warm-up routines; recognise criteria that lead to improvement, <i>e.g. changing a level</i>; watch, describe and suggest possible improvements to others' performances; suggest improvements to their own performance.</p> <p><i>Some children will not have made so much progress. They will be able to:</i> perform a range of basic actions and use them to put together a short sequence; remember and repeat short sequences with some changes in level, direction or speed; say why it is important to warm up; carry out warm-up exercises carefully; with help, describe similarities and differences in others' performances.</p> <p><i>Some children will have progressed further. They will be able to:</i> perform longer, more complex sequences, including more difficult gymnastic agilities and imaginative combinations of actions; choose, practise and refine sequences on their own; say when movements are performed well; demonstrate exercises that strengthen major muscle groups; say which joint or joints are affected by specific stretches; suggest a number of ways that a sequence could be improved, and choose one of these as a focus for improvement; take the lead when working in a small group; adapt actions to include group members.</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"> Gather ideas individually to create a sequence Experiment with different combinations 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 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>Their sequence will have 6 elements – this can be decided by the teacher but as a progression from last year, I would recommend at least 2 balances (one on a large point and one on a small point) and 2 jumps with another 2 elements of your choice e.g. 2 twisted movements, 2 ways of travelling, 2 ways of turning</p>	<p>With the skills they have practised, give the children time to put a sequence together – encourage them to experiment with different movements to see which ones work well together.</p> <p>Part way through, stop and discuss the idea of ‘flow’ between movements (would have focussed on this in Year 3). Encourage children to think about how they are moving from one movement to the next – children to demonstrate this.</p> <p>If time, children to partner</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>

			<p>whilst travelling at the same time. Write down the sequence you want them to follow and display this so the children are clear about what they need to achieve.</p> <p>Discuss each element and allow the children to explore ways of moving – they should be confident with balancing and jumps – may need to spend more time on travelling and turning.</p>	<p>up with someone else and perform sequence so far – give feedback based on what they have seen; have they pointed their toes? Do they wobble when balancing? What elements do they still need to include? Ensure both children get to perform their sequence to each other.</p>	
2	<p>WALT</p> <ul style="list-style-type: none"> Refine our sequence of movements Begin teaching our sequence to someone else 	<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>Recap on last week and allow the children time to complete their sequence as they need this in place for today's session – display the task on the wall again and pick up on any teaching points from last week.</p> <p>Talk about performance in terms of gymnastics – gymnasts need to present themselves as the best they can be so will show tension and extension in their movements e.g. pointed toes, stretched fingers, long arm lines etc. Are the children showing this in their sequences? Pair the children up and get them to perform sequence, partner provides feedback on these elements.</p>	<p>In partners (teacher to decide on these!) one child teaches their sequence of movements to their partner – today they will focus on the correct order of movements and making sure they are showing extension and tension in the correct places.</p> <p>The children shouldn't be making up a completely different sequence, but using 1 sequence and performing it with two children.</p> <p>Allow children some time to discuss starting and finishing positions too.</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	WALT	Play piece of music (one that is quite	Children to get the mats out	Give the children time to	Stretch each part of

	<ul style="list-style-type: none"> • Create a starting and finishing position for our sequence • Perform our sequence confidently together 	<p>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>and dot them around hall ready for lesson. Talk about starting and finishing positions when performing a sequence of movements. Why do we need these?</p> <p>Allow children time to come up with a starting movement – encourage using a different level to add variety. They also need to have a finishing position – maybe it could be the same as their starting position so the audience knows when it has finished?</p>	<p>practice their sequence including their beginning of end positions in their pairs, really thinking about how long they are holding their balances for etc so they are moving at the same time.</p> <p>Split the class in half and watch each others sequence – provide 2 stars and a wish based on the LO from previous weeks.</p>	<p>body, starting at neck and working way down to the ankles.</p> <p>Children to sensibly pack away any equipment used.</p>
4	<p>WALT</p> <ul style="list-style-type: none"> • Put the apparatus out safely • Work together to adapt an existing sequence to include apparatus 	<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 put the mats and apparatus out safely at the beginning of the lesson.</p> <p>Explain LO and task for the next few weeks – to adapt their existing sequence to include pieces of apparatus.</p> <p>Talk about how using the apparatus can allow the children to create different levels within their sequence – why is this important?</p> <p>Allow the children time to experiment with different pieces of apparatus, performing different parts of their sequence – one child on a box, one on the floor etc – encourage different levels so the routine looks different.</p>	<p>Children to use existing starting position, but begin to move in different directions when performing sequence. Today, emphasise different levels in their routine – focusing on flow when getting on and off pieces of equipment.</p> <p>Their target by the end of the lesson is to have decided on the pieces of equipment they will use in their sequence and know how they will be used.</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"> • Create 'flow' 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</p>	<p>Children to put the mats and apparatus out safely at the beginning of the lesson.</p>	<p>Once they have practised their sequence again, including movements to</p>	<p>Stretch each part of body, starting at neck and working way down to</p>

	<ul style="list-style-type: none"> • 	<p>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 think about how they are linking their movements together in their sequence – are they trying to ease into each movement, possibly adding a turn or roll to create flow or just performing the movements as single movements?</p> <p>Allow time to discuss and come up with movements to create flow – get the children to look at each other in their pairs so they can provide feedback on what they are trying.</p>	<p>create flow, ask children to think about the speed at which they are performing their movements – you want to see some change in speed to vary the way the sequence looks.</p> <p>Allow time to practise sequence, thinking about these elements.</p>	<p>the ankles.</p> <p>Children to sensibly pack away any equipment used.</p>
6	<p>WALT</p> <ul style="list-style-type: none"> • Refine our sequence – include a finishing position • Perform our sequence 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 put the mats and apparatus out safely at the beginning of the lesson.</p> <p>Talk about extension and tension within a sequence – children should remember this from earlier on in the unit. Children need to ensure that they are pointing toes or extending arms etc to make routine aesthetically pleasing.</p> <p>Discuss finishing positions – are they clear? On different levels? Allow children time to think about these elements and ensure they are included in their sequence.</p>	<p>Children to practise sequences, bringing all elements together ready to perform to an audience.</p> <p>Split class in half and get the children to perform their sequence – designate another pair to watch so they can provide good feedback on the elements from previous lessons. 2 stars and a wish.</p> <p>Please video best sequences to upload onto school blog.</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

Create a sequence using floor and mats that has up to six elements, *e.g. four twisted shapes and two ways of turning while travelling*. Teach your sequence to a partner, and then perform it so that both of you start, perform and finish at the same time.

Core task 2

Using floor and apparatus, work with a partner to create and perform a sequence that involves both of you moving together from a starting point, and then moving apart to finish. The sequence should include at least four elements, and each of you should follow an L-shaped pathway.