

# 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><b><i>It is helpful if the children have:</i></b></p> <ul style="list-style-type: none"> <li>• an understanding of the need to practice and refine an action to improve the quality of performance</li> <li>• combined actions into well-constructed sequences with changes of level and speed</li> <li>• used a range of different clearly formed body shapes</li> <li>• worked side by side with a partner on the floor, and one behind the other using apparatus</li> </ul>	<p><b><i>Most children will be able to:</i></b> 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.</p> <p><b><i>Some children will not have made so much progress. They will be able to:</i></b> 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.</p> <p><b><i>Some children will have progressed further. They will be able to:</i></b> 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.</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><b>WALT:</b></p> <ul style="list-style-type: none"> <li>Investigate asymmetrical shapes with a partner</li> <li>Investigate symmetrical shapes with a partner</li> <li>Begin to create a short sequence of movements</li> </ul>	<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><b>Children to get the mats out and dot them around hall ready for lesson.</b></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>Discuss the words ‘asymmetrical’ and ‘symmetrical’ – working with a partner, begin to experiment with balances (asymmetrical) and rolling and jumping movements (symmetrical) – not creating a sequence at the moment. Gather some movement words/pictures and transfer to sugar paper to</p>	<p>Set children the task of coming up with 4 elements, 2 asymmetrical shapes (1 balance and 1 shape) and 2 symmetrical shapes (1 roll and 1 balance). As a progression from last year, the children should be encouraged to think about how to start the sequence using a starting; why do they need this? How could they start to make their sequence look interesting?</p> <p>Choose some children to show what they have done to the rest of the class – use good examples and provide</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>

			display throughout rest of unit.  Get children to demonstrate what they have done so far to help those children struggling with ideas.	feedback against the LO's.	
2	<p><b>WALT</b></p> <ul style="list-style-type: none"> <li>Continue creating our sequence</li> <li>Think about levels and direction</li> </ul>	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><b>Children to get the mats out and dot them around hall ready for lesson.</b></p> <p>Children to recap on their 4 elements from last week in the same partners. Children now need to extend their sequence to include another 4 elements – could use the same pattern as used for the first 4 elements (<b>task 1</b>).</p> <p>Discuss why the change of levels and speed in a sequence is important – children to talk about this in their pairs then apply later in lesson.</p>	<p><b>Task 1</b></p> <p>To continue their sequence so that they have 8 elements which includes asymmetrical and symmetrical shapes – encourage starting and finishing positions; children should be aware of this.</p> <p>Children to choose 4 elements of their sequence to change – for example, 2 elements for change of level and 2 elements for change of direction. Children to experiment with different elements until they decide on which ones work best.</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><b>WALT</b></p> <ul style="list-style-type: none"> <li>Create tension and extension in our sequence of movements</li> <li>Perform our sequence confidently</li> </ul>	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><b>Children to get the mats out and dot them around hall ready for lesson.</b></p> <p>Recap on sequence from last week, incorporating different levels and direction for their chosen elements.</p> <p>Discuss the words 'tension' and 'extension' – how could they show these in their sequence? Why do they need them?</p>	<p>Children to practise their sequence again, focusing on creating tension (not wobbling when balancing, ensuring strong arm lines) and extension (pointing toes, extending fingers) – this ensures their sequence looks more professional.</p> <p>Allocate the children with another pair – they perform their sequence to each other and provide feedback on the LO's</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>

				from previous lessons – are there symmetrical and asymmetrical shapes? Is there tension and extension? Have they got a change of level and direction? Guide the children's feedback by modelling the language you want them to use so it is constructive to the performers.	
4	<p><b>WALT</b></p> <ul style="list-style-type: none"> <li>• Work as part of a group</li> <li>• Use the apparatus safely</li> <li>• Think about how our movements can be adapted to the apparatus</li> </ul>	<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><b>Children to get the apparatus out safely ready to use for the lesson. (As a year group, you can decide on the equipment you want to use and how to set it out in the hall – have a clear idea of this before the lesson.)</b></p> <p>Put the children into groups of 4 – ensure they are still with their partner from previous weeks. Explain Core Task 2 (back of this planning document) and get the children to decide whose sequence they are going to use – give the children some time to watch one pair perform it and then teach it to the other children in their group (this should be done on the floor).</p> <p>Children are to start at different places on the equipment and experiment at moving along it and on and off it in different ways – can they use some of the movements from their routine on the equipment?</p>	<p>Once the children have had time to experiment, they must choose which level they are going to start their sequence on. Try and encourage different levels to make the sequence look interesting. Children to try different levels and begin to decide on how to use the apparatus for the next 4 elements of their sequence, focusing on the use of <b>levels</b>.</p> <p>Try and encourage the children to think about different levels for different people in their group.</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><b>WALT</b></p> <ul style="list-style-type: none"> <li>• Ensure the transition from each movement is smooth</li> <li>• Continue to adapt our sequence to the apparatus</li> </ul>	<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><b>Children to get the apparatus out safely ready to use for the lesson.</b></p> <p>Recap on last week’s lesson and give the children time to practise the first 4 elements of their sequence again using the apparatus.</p> <p>Discuss how using the apparatus is different from just using the floor and mats – steer the discussion towards the transition of movements from the floor to apparatus, they have to be more controlled and smooth so the sequence continues to look effortless.</p> <p>Give children time to think about how the movements they have already are linked together – have they got smooth movements from the floor to apparatus? Are they jumping from the apparatus to the floor in a controlled manner? Have a practice of the 4 elements, focusing on control of linking movements.</p>	<p>Children to continue with the next 4 elements of their sequence, adapting it to the apparatus.</p> <p>The focus should be on smooth and controlled transition movements from floor to apparatus, with the change in levels evident too.</p> <p>If children finish adapting their sequence, watch and provide feedback – if they have started on one level, ensure their sequence finishes on another level e.g. if they have started on the red table top, finish on a bench in a crouching position to show a contrast in levels.</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>
6	<p><b>WALT</b></p> <ul style="list-style-type: none"> <li>• Show tension and extension in our movements</li> <li>• Perform our sequence to an audience</li> </ul>	<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><b>Children to get the apparatus out safely ready to use for the lesson.</b></p> <p>Explain that today the children are going to have time to practise their sequence before performing it to an audience (the rest of the class!)</p> <p>They must focus on creating</p>	<p>Decide on how to split the class – may want to have one group at a time but it is entirely up to you.</p> <p>Children watching must provide feedback after the performance based on previous LO’s – levels, transition from floor to apparatus, tension and</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>tension and extension in their movements – discuss why and refer back to earlier lessons. It may be good for the children to watch each other in their group perform the sequence and provide feedback based on this e.g. pointing toes more when balancing, stretching arms when rolling etc.</p> <p>Give children time to practise sequence, thinking about these elements ready for their final performance.</p>	<p>extension – 2 stars and a wish could be the basis for this.</p> <p><b>Please video best sequences to upload onto school blog.</b></p>	
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# Gymnastics core tasks

## Core 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, *e.g. 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.

## Core 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.