

Prior learning and Expectations of the unit

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"> • performed a sequence of contrasting actions for an audience • experienced matching and mirroring with a partner • learned that ways of linking actions are as important as the actions themselves • set out apparatus safely and efficiently 	<p><i>Most children will be able to:</i> make up longer, more complex sequences, including changes of direction, level and speed; develop their own solutions to a task by choosing and applying a range of compositional principles; combine and perform gymnastic actions, shapes and balances; show clarity, fluency, accuracy and consistency in their movements; in small groups, prepare a sequence to be performed to an audience; understand the importance of warming up and cooling down; say, in simple terms, why activity is good for their health, fitness and wellbeing; show an awareness of factors influencing the quality of a performance and suggest aspects that need improving.</p> <p><i>Some children will not have made so much progress. They will be able to:</i> make up, practise and refine sequences with a partner when preparing for performance; choose actions, shapes and balances from memory; use their knowledge of composition to make up a sequence, including changes of direction or level; practise and refine actions, shapes and balances on their own; refine sequences, with guidance; talk confidently about why it is important to warm up; prepare for exercise on their own; make simple judgements about their own and others' work.</p> <p><i>Some children will have progressed further. They will be able to:</i> make up their own sequences; arrange their own apparatus safely to suit the needs of a task; organise small groups independently; include a wide range of actions, shapes and balances in their performance, some of which are original; lead class warm-up activities; explain, using appropriate language, how activity improves health, fitness and wellbeing; use their own criteria to judge performance; suggest different ideas that will lead to individuals improving their performance in small group sequences</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"> Understand the word composition Think about what elements need to be included in our sequence Begin experimenting with different 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 apparatus (decide as a year group) 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>Discuss the word ‘composition’ – what does this actually mean? Thinking back to previous sequences, what elements have they included to make it effective? (changes in speed, direction, levels, linking movements, flight, starting and finishing positions). They will be using these elements within their</p>	<p>For rest of the lesson, children to experiment with different movements but always starting with their starting position decided in the first part of the lesson.</p> <p>Encourage elements discussed earlier and part way through, get children to show what they have done. Children watching provide feedback on the elements included – what do they need to see in their sequence next?</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>sequence in a way that they choose – only criteria is that there must be 10 elements. (Might want to put these elements on sugar paper and display in hall).</p> <p>You might want to give the children a context to help gather ideas and put the sequence together; link to the coming season of Spring? Link to their art topic?</p> <p>Today, they must come up with the first 5 elements of their sequence; decide on level they will start at and compose a starting position – get children to experiment with this.</p>		
2	<p>WALT</p> <ul style="list-style-type: none"> Continue our sequence independently Think about incorporating different elements to make our sequence interesting. 	<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 apparatus (decide as a year group) and dot them around hall ready for lesson.</p> <p>Recap on the first part of the sequence composed last week – they need to have this really clear in their head before they move on.</p> <p>Spend some time thinking about linking movements – what are these? (rolling, jumping, leaping) – why do the children need these in their sequence? (to create flow and continuity).</p> <p>Children to pair up with somebody else so they can watch their sequence so far,</p>	<p>Children to continue second part of sequence, ensuring they have included all elements discussed – ensure that their finishing position is in contrast to their starting position (change level to make it different). Children to focus particularly on linking movements to create flow.</p> <p>Pair up with someone else and show sequence – child watching to provide feedback on linking movements – does the sequence flow well?</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>

			focusing on linking movements – children to recognise these movements and help devise some if they are not clear in the sequence.		
3	<p>WALT</p> <ul style="list-style-type: none"> Refine our sequence using tension and extension 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 get the mats out and apparatus (decide as a year group) and dot them around hall ready for lesson.</p> <p>Children to be given time to practice sequence from last week, focusing on linking movements.</p> <p>Bring children back together and discuss the words tension and extension – how are they going to show these in their sequence? (extend arms and legs fully to create good lines, point toes and stretch fingers to create tension in balances and movements).</p>	<p>Children to practice their sequence again, making sure they are showing tension and extension – circulate class and give feedback on these points.</p> <p>Split the children in 3 groups (10/11 in each) and have the children perform their sequence 1 at a time – children will only watch the performer from their group. Once performance is completed, children to decide on 2 stars and a wish – nominate a spokesperson from each group to give feedback.</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>
4	<p>WALT</p> <ul style="list-style-type: none"> Work collaboratively as a group Adapt our sequences for a group of children 	<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 apparatus (decide as a year group) and dot them around hall ready for lesson.</p> <p>Put the children into groups of 4 and explain Core Task 2 (back of this planning document). Tell the children they can use 2 elements each from their own sequence to put together for the new one as a group.</p> <p>Give them time to decide on the 2 elements and show each other these; have a go at</p>	<p>Begin composing sequence, ensuring they have a starting position. Continue to display elements on sugar paper so the children stay on task. Target is to complete at least 4 elements today (encourage experimenting with different elements put together until they feel comfortable with what they have).</p> <p>At the end of the session, children to evaluate how well they have worked</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>

			practising each element to ensure each child is able to perform it.	together as a group – make sure they are all having an equal input and valuing all suggestions.	
5	<p>WALT</p> <ul style="list-style-type: none"> Continue working as a group Add the final elements to our sequence 	<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 apparatus (decide as a year group) and dot them around hall ready for lesson.</p> <p>Recap on what the children did last week – can they remember order of elements? Are they using linking movements as previously discussed?</p> <p>Today, they are going to be adding the final elements to their sequence – as they are composing these, think about tension and extension.</p>	<p>Practice sequence all the way through, then in pairs, watch each other performing sequence – ensure they are performing elements correctly.</p> <p>Spend time refining sequence, do they need to change order of any movements so they flow better? Spend this lesson 'editing'!</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>WALT</p> <ul style="list-style-type: none"> 	<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 apparatus (decide as a year group) and dot them around hall ready for lesson.</p> <p>Recap on sequence from last week then split the children into 2 equal groups – perform sequence to their audience and get audience to provide feedback (1 comment per group?)</p>	<p>As a challenge, ask the children to choose 3/4 elements of their sequence to change – this time, let the children choose how to change them to improve their sequence further.</p> <p>Perform amended sequence again to an audience – can they see the modified elements? 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

Using what you know about composing a sequence, create and perform a sequence on floor and apparatus for an audience. Your sequence should include at least eight to 10 elements, *e.g. start on the floor, move onto apparatus, finish on the floor*. It must also include twisting and turning, flight, changes of direction and speed, and contrasting shapes and balances.

Core task 2

Adapt the sequence you created in Task 1 so that it can be performed in a small group of three or four, using the floor and apparatus so that each person starts and finishes in a different place.