

Level 5 Certificate in Primary School Physical Education Specialism

Gymnastics notes

Considering ways to aid development, and create challenge and progression (Without the teaching of skills).

Safe Practice in Physical Education – Peter Whitlam AfPE

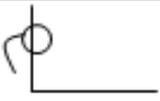
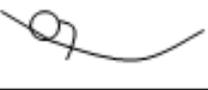
“Staff should work at a level in gymnastics at which they feel comfortable about their own expertise.”

Key words: Control, Precision, Accuracy, Tension and Extension

Gymnastic Body Shapes (see TOPs ‘Shape Up’ and ‘Ship Shape’). Resource below from TES resources website: <http://www.tes.co.uk/teaching-resource/Basic-shapes-in-gymnastics-3008122/>

NB – Remember tension and extension!

Basic Shapes in Gymnastics

<i>Shape</i>	<i>Picture</i>	<i>Looking for...</i>
Tuck		Straight back Toes pointed Legs together, NOT crossed
Straddle		Straight back Arms out to the sides and extended Legs straight with pointed toes
Pike		Straight back Arms by ears reaching up Legs straight and together Toes pointed
Star		On back Extending legs and arms Toes pointed
Dish		Lying on back, arms on legs Round back, Lifting head and legs off the floor
Arch		Lying on front, arms by ears Lifting up arms and legs Legs straight
Front Support		All fours Arms and legs straight Legs together Tummy facing the floor
Back Support		All fours Arms and legs straight Legs together Back facing the floor Fingers points towards toes

Many of these shapes can be performed lying, sitting or standing depending on the children’s age and abilities. A good way to check understanding would be to revisit the topic as a warm up activity e.g. ‘Shape Statues’ from TOPs card ‘Ship Shape’ (see below). For older children links to more advanced skills are helpful in encouraging involvement as well as an emphasis on the fact that strong core support is a key factor in performing these shapes well. For older children ‘front/back support tag’ is another warm up/game option (see TOPs card ‘Hold and Control’).

Ways to extend...

Sequences, Performance and Partners

Sequences

Create an individual gymnastics sequence that includes

- One Jump
- Two balances
- Two different rolls/rocking actions
- (At least one) Form of travelling

Possible extensions...

- Add an interesting, but controlled, starting and finishing position (see poster examples from TES Resources)
- Try to face at least two different walls in the room during your routine
- Ensure all transitions are smooth and controlled (change the order if needbe)
- Check the routine shows control, accuracy, precision and extension.

Use a partner to check for one or more of the extensions. I often use prompt cards for the observing partner or non-participants. Two examples are shown below the starting and finishing poster.

Other Starting and Finishing Positions



Evaluating and Improvement Prompts

- Watch your partner's sequence carefully, have they included all the elements?
- Can you remember it and describe it in the right order?
- Can you say what was good about the sequence?
- Can you suggest something that your partner could do to make it even better?

The Sequence Checklist:

Does the sequence contain all the correct skills?

Are the individual skills clear and easy to identify?

Does the sequence incorporate a variety of levels?

Does it have a starting and finishing position?

Is the sequence fluent? Do all the movements flow together?

Does the performer introduce quality into their performance?

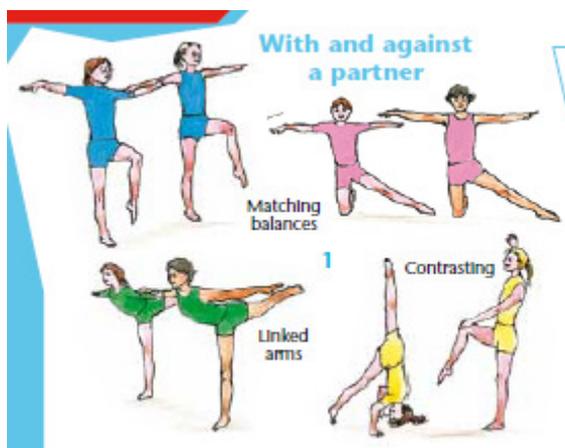
Performance

In order to encourage pupils to perform I often start with half a class watching and half a class observing. Pupils are given specific outcomes/tasks to look for which can involve voluntary direct feedback and examples (e.g. Billy did X particularly well because...) or just whole class feedback or indications (e.g. Put your hand up if the person you were watching did X...).

Partner work

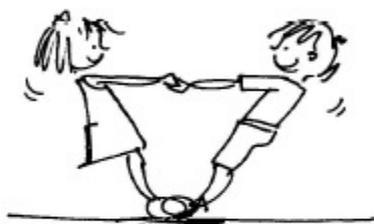
Now work with a partner to create another routine. The routine should include:

- A pairs balance (a. touching, b. supporting, c. counter-balancing)
- A MIRRORRED balance
- Individual rolls performed at the same time (in UNISON)
- One MATCHED travelling action performed at the same time
- One travelling action performed one after each other/with 'delay' (in CANON)



from Matalan TOPs card 'Double Up'

COUNTER BALANCES



Gym-fun

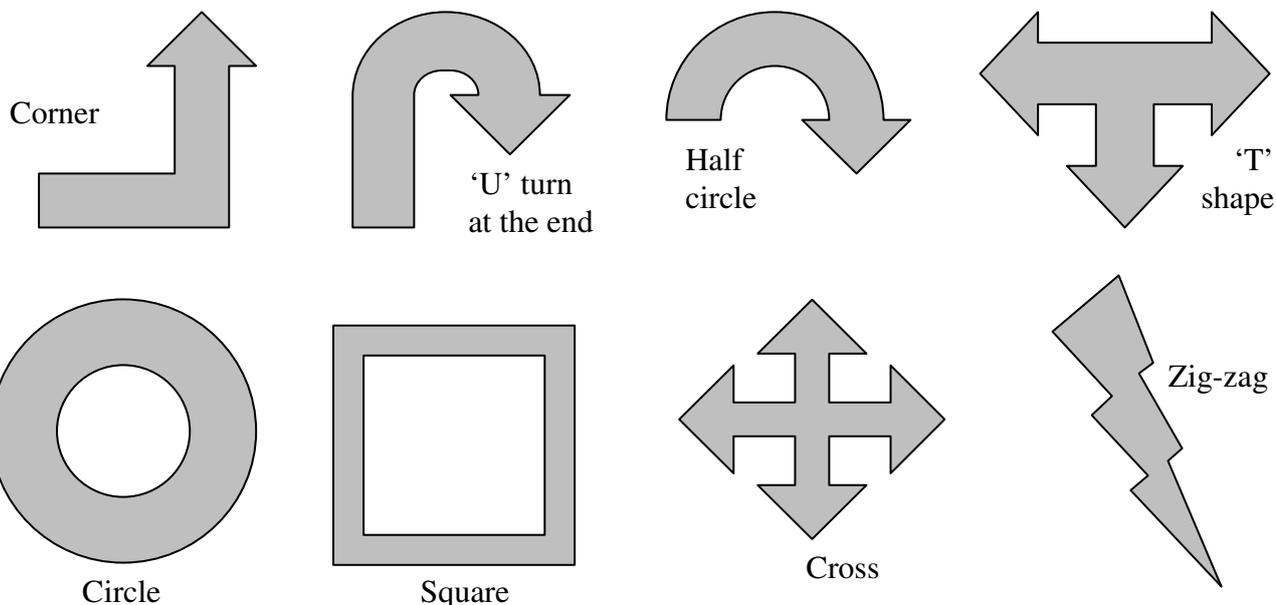


From http://www.activate.vic.edu.au/_files/f/1316/Gymnastics%20module-%20primary.pdf

Ways to extend – Levels, positions, pathways and speed

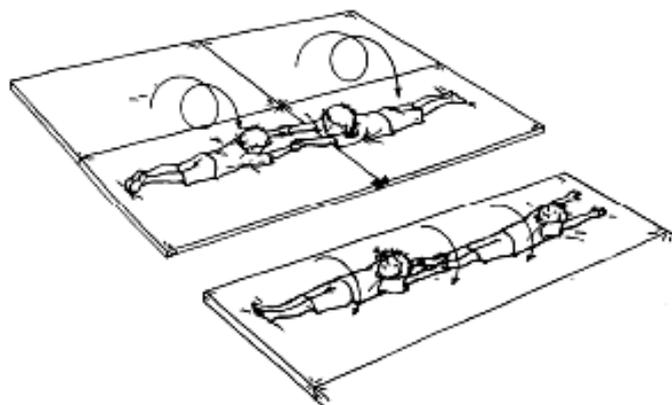
Pathways

Try to change your sequence so it follows one of these pathways.



Other ideas for extension and development

- Ensure there are some aspects of your sequence low to the ground as well as stretched or in the air (in flight).
- Try changing the position of any 'spare' arms or legs for improved variety and quality of movement
- Try to perform one component particularly slowly/quickly still showing accuracy and precision
- Ensure that your sequence faces at least three different walls of the room
- Change your routine so that an appropriate skill is performed off the mat
- Try repeating the skill in the other direction or with the other leg or hand (e.g. balance on left and then right leg).
- Try performing a straight roll, straddle roll or egg roll with a partner



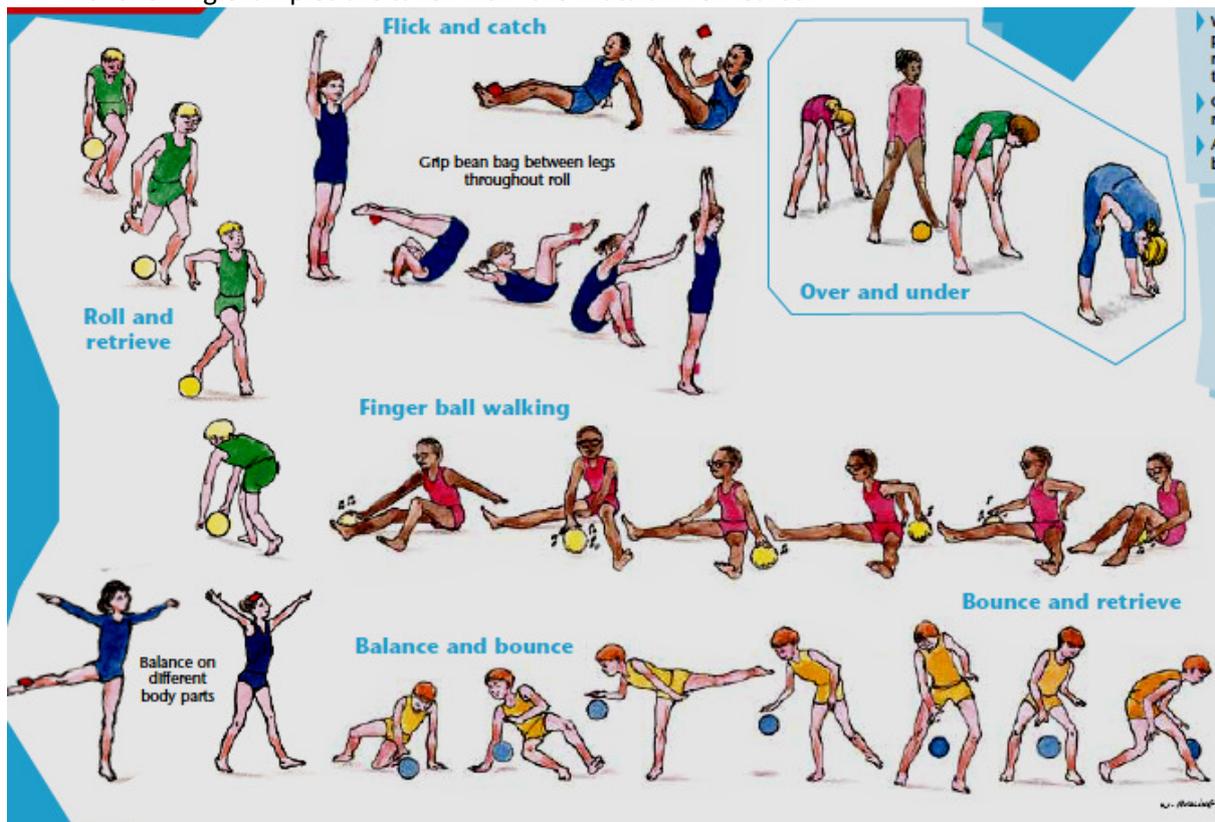
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<http://www.activate.vic.edu.au/files/f/1316/Gymnastics%20module-%20primary.pdf>

- Try incorporating...

Handheld Apparatus

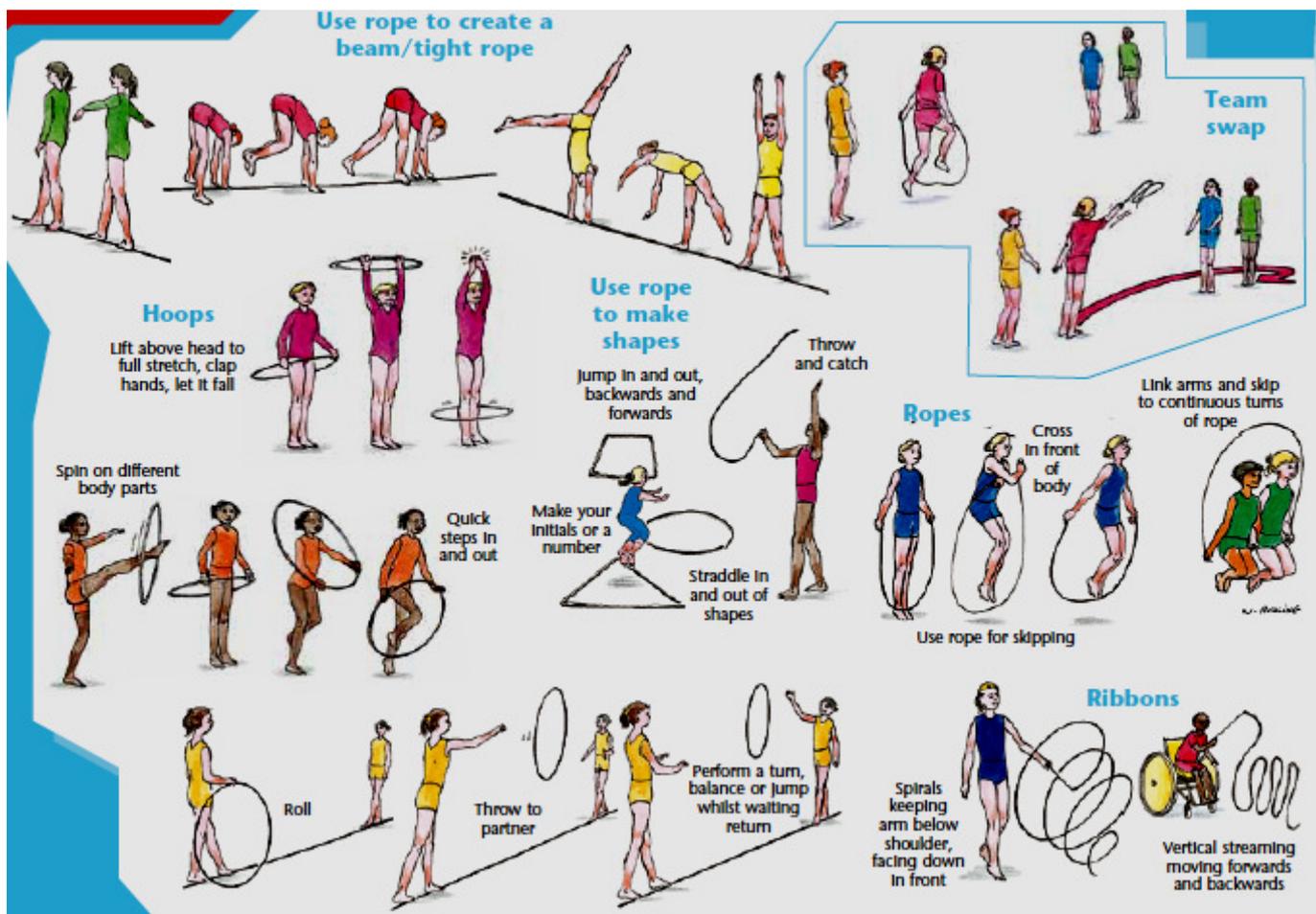
- The idea is to incorporate the equipment with the gymnastic skills.
- Performances can then be set to music.
- All actions should still be performed with **Control, Precision, Accuracy, Tension and Extension!**
- A helpful Rhythmic Gymnastics resource can be found at:
<http://digitalguides.specialolympics.org/rhythmicgymnastics/?#/42>

The following examples are taken from the Matalan TOP Cards.



Encourage pupils to:

- Roll the ball on the floor and their body using their fingers and both hands. Try not to grip the ball.
- Use smooth rolling and throwing actions with arms as straight as possible.
- Try to bounce with a controlled push rather than a pat
- Keep the ball bouncing while balancing
- Add variety using height of throw, distance from recipient, position and place on the body for release, body position and style of catch



Encourage pupils to:

- Use the wrist rather than the arm when skipping and avoid the rope striking the floor.
- When spinning the hoop on the hand try to keep the hoop between the thumb and first finger and use both hands.
- With a hoop try skipping, jumping, spinning and rotating as well as swinging.
- Use the ribbon to make small patterns like snakes and spirals as well as large patterns such as swings, circles and figures of 8. Small patterns mainly use the wrist with an extended arm, large patterns originate from the shoulder.

Lesson Plans

The following are example lesson plans showing how to integrate some of the ideas.

—PRO-RE-NATA—

EDUCATION, DEVELOPMENT & TRAINING

Lesson Planning Sheet

SUBJECT: Physical Education - Gymnastics	LESSON NO.: Demonstration Lesson (NB. First lesson of the unit. Total number of lessons unknown)
YEAR GROUP/CLASS: Class 1 - Foundation (15 pupils)	CLASS/GROUP NOTES: First visit to class, so no specific knowledge available.
RELATIONSHIP OF LESSON TO SCHEME OF WORK ("Big Picture"): An introductory gymnastics lesson mainly involving floorwork with some apparatus. The lesson will focus on exploring 'like' and 'unlike' balances/shapes (curled and stretched) and different ways of travelling before selecting and applying favourites and refining. It links to EYFS Physical development - Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.	
LEARNING OUTCOMES: By the end of the lesson pupils will... 1. Know the difference between curled and stretched shapes. 2. Understand how to refine their travelling actions in order to make them more 'gymnastic' and use apparatus to travel along/over and balance against. 3. Be able to perform a selection of 'balancing' actions that are curled or stretched and select their favourites for performance.	
PLANNING FOR STUDENTS WITH SEN: No prior information given. Advice will be sought from class teacher/support staff if required, otherwise differentiate through task and outcome as required.	
SUPPORT STAFF PRESENT: Usual class teacher and LSAs expected to attend lesson unless otherwise advised.	ROLE OF SUPPORT STAFF: (if applicable) To supervise changing and advise of any particular needs and give help and support to specific individuals as required.
PLANNED ACTIVITIES FOR THIS SESSION: Starter: Discuss with pupils 'Unlike' shapes – Curled vs Stretched. For stretched shapes use small, pointy bits of our body to touch the ground. For curled shapes use big parts of your body touching the ground. Warm Up: Mats placed in spaces around room. Ways of travelling. Class to travel around the room avoiding the mats and each other. Try changing direction and travelling sideways and backwards as well as forwards, tiptoes, wide shapes, stretched shapes, tiny shapes (dynamic stretching). Choose their favourite method of travelling and try to refine. Activity 1: Use that method of travelling to travel to a space on a mat. When you get there make a curled shape – count to 3 and travel to a different mat. (Encourage standing, sitting, lying shapes). Choose your favourite. Activity 2: Travel again, but this time perform a stretched shape. Encourage use of all small body parts including hands, feet, elbows and knees (discourage head) . If opportunity discuss why these shapes tend to be more wobbly? Can pupils stretch the body parts not touching the floor to make their shape more gymnastic? Activity 3: Using equipment and mats. Travel and make a curled shape on the mat, then travel and make a stretched shape on, along, against, touching a piece of equipment. If the equipment is busy or no space on a mat use your travelling action to try a different space. Cool Down: Revise different travelling actions from warm up but at slower pace. Plenary: Question and answer: How are curled and stretched shapes different to each other (small/large body parts, extended limbs etc, curled all close to the floor, wobbly shapes).	
RESOURCES: - Gymnastics floor mats - White/black board or flipchart	IDEAS FOR EXTENSION AND/OR NEXT LESSON: - Try to remember favourites and work with a partner to copy each other's actions and help each other to improve. - Add them together to make a sequence - Perform individually or in pairs, on the floor or using apparatus half a class at a time looking for set criteria.

—PRO-RE-NATA—

EDUCATION, DEVELOPMENT & TRAINING

Lesson Planning Sheet

SUBJECT: Physical Education - Gymnastics	LESSON NO.: Demonstration Lesson (NB. First lesson of the unit. Total number of lessons unknown)
YEAR GROUP/CLASS: Class 2 – Year 1/2 (28 pupils)	CLASS/GROUP NOTES: First visit to class, so no specific knowledge available.
RELATIONSHIP OF LESSON TO SCHEME OF WORK (“Big Picture”): This is a demonstration lesson	
LEARNING OUTCOMES: By the end of the lesson pupils will... 1. Know the difference between large and small body part balances and how to construct a short routine. 2. Understand what is meant by ‘contrasting’ actions in gymnastics. 3. Be able to work with a partner to create a contrasting balance routine.	
PLANNING FOR STUDENTS WITH SEN: No prior information given. Advice will be sought from class teacher/support staff if required, otherwise differentiate through task and outcome as required.	
SUPPORT STAFF PRESENT: Usual class teacher and LSAs expected to attend lesson unless otherwise advised.	ROLE OF SUPPORT STAFF: (if applicable) To supervise changing and advise of any particular needs and give help and support to specific individuals as required.
PLANNED ACTIVITIES FOR THIS SESSION: Starter: Discuss with pupils ‘contrasting’ shapes and actions – slow/fast, high/low, small/large. Travelling – slow = tiptoes, walking, wide walking, sliding, crawling. Fast – running, skipping, sidestepping. Warm Up: Mats placed in spaces around room. Ways of travelling. Class to travel around the room avoiding the mats and each other, on command ‘Stop’ freeze in whatever position currently in. Start with slow methods and move to faster, try to refine movements. On command ‘stop’ then make that shape into a balance by removing a foot from the floor. A balance is a wobbly shape which you are able to hold still and (ideally) extend. Activity 1: Explain that one foot is a one ‘point’ balance using small body parts. What other parts of the body are ‘small’? – hands, feet, knees, elbows. Now travel to a space on a mat and try a three point balance, then a two point balance. Draw out some of the best. Explore ways to refine and why some are harder than others. Activity 2: Stop on a mat. If these are ‘points’/small body parts, what could the contrasting ‘patches’/big body parts be? Explore on mat with a partner different patches that could be used. Activity 3: With a partner create a contrasting balance routine on your mat. One person performs a point balance, while other one performs patch, travel at the same time to swap places, then perform the other balance. Cool Down: Follow my leader travelling – try to stay close and look like your partner’s shadow. Plenary: Question and answer in pairs: Partner 1 – explain ‘contrasting’. Partner 2 – give an example of a contrasting travelling actions.	
RESOURCES: - Gymnastics floor mats - White/black board or flipchart	IDEAS FOR EXTENSION AND/OR NEXT LESSON: - Perform the routine– half class at a time. Give structured observation tasks to the observing half class - Add on to the sequence or change the dynamics e.g. levels, direction, speed. - Discuss the difference between contrasting and matching and introduce into balance routine.

—PRO-RE-NATA—

EDUCATION, DEVELOPMENT & TRAINING

Lesson Planning Sheet

SUBJECT: Physical Education - Gymnastics	LESSON NO.: Demonstration Lesson (NB. First lesson of the unit. Total number of lessons unknown)
YEAR GROUP/CLASS: Class 3 Year 3/4 (35 pupils)	CLASS/GROUP NOTES: First visit to class, so no specific knowledge available.
RELATIONSHIP OF LESSON TO SCHEME OF WORK ("Big Picture"): This is a demonstration lesson	
LEARNING OUTCOMES: By the end of the lesson pupils will... 1. Know the difference between point and patch balances and how to link balances fluently. 2. Understand how to help others improve their routines 3. Be able to construct a sequence, refine it using feedback and change the dynamics.	
PLANNING FOR STUDENTS WITH SEN: No prior information given, advice will be sought from class teacher/support staff if required, otherwise differentiate through task and outcome as required.	
SUPPORT STAFF PRESENT: Usual class teacher and LSAs expected to attend lesson unless otherwise advised.	ROLE OF SUPPORT STAFF: (if applicable) To supervise changing and advise of any particular needs and give help and support to specific individuals as required.
PLANNED ACTIVITIES FOR THIS SESSION: Starter: Discuss with pupils what is a 'balance'? Holding a still (slightly wobbly) shape with extension. What is meant by 'travelling' – ways of moving – brainstorm some ideas. To make these 'gymnastic' aim to demonstrate extension, control and fluency. Check understanding of the words! Warm Up: Mats placed in spaces around room. Ways of travelling. Class to travel around the room avoiding the mats and each other, showing extension, fluency and control. E.g. 4 skips, 4 sidesteps, 4 walking backwards. Travel to a mat that has space and perform a balance on a mat. Draw out some good examples for all to attempt. Explain 'points' and 'patches'. Activity 1: Travel to a mat with space and stop there. Choose 3 different balances and link them together to be 'fluent' and show control and extension. Must be a mix of point and patch. Can use some of the travelling movements practiced in the warm up. Activity 2: Show your sequence to someone else on your mat, ask them to help you identify areas for improvement and areas that are good. Activity 3: Try to change some of the dynamics of the routine. I.e. Choose to add on a starting and finishing position, change the pathway or direction faced during the routine or add in another change of level. If time allows perform the routine, half class at a time. Cool Down: Unusual travelling – tiptoes and stretching, cross over running, wide walking, hopping. Any other ideas – but they must be gymnastic. Plenary: Question and answer: What is meant by 'extension, control and fluency'.	
RESOURCES: - Gymnastics floor mats - White/black board or flipchart	IDEAS FOR EXTENSION AND/OR NEXT LESSON: Remember their routine and extend with a partner balance. Partner balances can be added on to start and end of routine with pupils having to work on their fluency and timing to move in and out of those positions.

—PRO-RE-NATA—

EDUCATION, DEVELOPMENT & TRAINING

Lesson Planning Sheet

SUBJECT: Physical Education - Gymnastics	LESSON NO.: Demonstration Lesson (NB. First lesson of the unit. Total number of lessons unknown)
YEAR GROUP/CLASS: Class 4 Year 5/6 (24 pupils)	CLASS/GROUP NOTES: First visit to class, so no specific knowledge available.
RELATIONSHIP OF LESSON TO SCHEME OF WORK ("Big Picture"): This is a demonstration lesson	
LEARNING OUTCOMES: By the end of the lesson pupils will... 1. Know the different ways you can create a partner balance. 2. Understand how to add quality to a performance through extension, control and fluency. 3. Be able to work with a partner on a routine that has elements together and apart.	
PLANNING FOR STUDENTS WITH SEN: No prior information given, advice will be sought from class teacher/support staff if required, otherwise differentiate through task and outcome as required.	
SUPPORT STAFF PRESENT: Usual class teacher and LSAs expected to attend lesson unless otherwise advised.	ROLE OF SUPPORT STAFF: (if applicable) To supervise changing and advise of any particular needs and give help and support to specific individuals as required.
PLANNED ACTIVITIES FOR THIS SESSION: Starter: Discuss with pupils what is a 'point and patch' balance? Holding a still (slightly wobbly) shape with extension using either small or large body parts. What is meant by 'travelling' – ways of moving – brainstorm some ideas. To make these 'gymnastic' aim to demonstrate extension, control and fluency. Check understanding of the words! Warm Up: Mats placed in spaces around room. Ways of travelling. Class to travel around and over their own mats avoiding their partner, showing extension, fluency and control. E.g. 4 skips, 4 sidesteps, 4 walking backwards. After 10 seconds of travelling perform a designated patch balance on a mat – stomach, back, side, bottom, lower legs. Draw out some good examples of extension. Repeat with point balances – 1,2,3,4. Highlight good examples. Activity 1: Working with a partner– create some partner balances. To be a partner balance it can be a. touching, b. supporting, c. counter-balancing. Try to work out some balances where both partners are doing the same thing and some that are contrasting. Activity 2: Create a sequence – Individual point balance, partner balance, individual patch balance, partner balance. Add in some travelling and ensure the transitions are fluent. Activity 3: Try to change some of the dynamics of the routine. I.e. Choose to add on a starting and finishing position, change the pathway or direction faced during the routine or add in another change of level. Show your sequence to another pair, ask them to help you identify areas for improvement and areas that are good. Cool Down: Travel around the area off the mats with a partner. Travel in a mirrored and matched way. Plenary: Question and answer: Discuss good pairs balances and routines – what made them good gymnastic routines? (e.g. Fluent, various shapes, alternative balances).	
RESOURCES: - Gymnastics floor mats - White/black board or flipchart	IDEAS FOR EXTENSION AND/OR NEXT LESSON: Introduce mirroring and matching with partner. Consider how small apparatus (e.g. hoop) can be worked into their routine.