

LEARNING OBJECTIVES

Children should learn:-

- to understand and identify symmetry and asymmetry.
- to move and balance showing specific planned shapes and variations in speed and level.
- to individually and in two's be able to analyse and say why they like a sequence.
- to adapt and transfer learned skills onto appropriate apparatus.

SYMMETRY AND ASYMMETRY

UNIT FRAMEWORK

- (a) Clarification of the meaning of symmetrical and asymmetrical.
- (b) Balance showing symmetrical and asymmetrical shapes by taking weight on different combinations of body parts.
- (c) A variety of ways of travelling and jumping with the body in symmetrical or asymmetrical shapes and weight on different body parts.
- (d) Balancing and travelling with legs apart or together.
- (e) Working on different levels - high/medium/low.
- (f) Moving smoothly from one balanced shape or travelling movement into another.
- (g) Partner work - plan, perform and evaluate matching symmetrical and asymmetrical sequences side-by-side with a partner.

References for detailed skills teaching:-

"TEACHING SPECIFIC SKILLS" - Jumping - page 305

Rolling - page 315

Taking weight on hands and feet - page 345

Handstands - page 368

cartwheels - page 360

Balance - page 363

large and small body parts - page 365 shoulder balance - page 366

EXPECTED LEARNING OUTCOMES

By the end of this unit most children should be able to:-

- (a) know what symmetry and asymmetry means and identify and demonstrate symmetrical and asymmetrical balances on different body parts.
- (b) travel, jump and roll or spin showing symmetrical and asymmetrical shapes emphasising legs together and apart, and working on different levels.
- (c) understand and show how to link smoothly, travelling, jumping, turning and balancing movements and begin to analyse the work of others.
- (d) perform a simple matching sequence side by side with a partner to show symmetrical and asymmetrical shapes.
- (e) further develop work by adapting and transferring ideas and skills onto appropriate apparatus at every stage of learning.

Children should also be guided continuously to:-

- understand how to move into and from a range of skills with control and accuracy.
- observe and describe the movements of others in appropriate language.
- use space and more complex apparatus safely.
- recognise that gymnastic activity is a good activity for health and well-being and know how to practise safely.