

LEARNING OBJECTIVES

Children should learn:

- to move into and from specific planned balances with an awareness of change of front.
- to identify and use planned variations in direction.
- create a sequence with a partner on floor and apparatus to show changes of front and direction.
- observe and describe the movements of others using appropriate language.

BALANCE LEADING INTO CHANGE OF FRONT OR DIRECTION

UNIT FRAMEWORK

- (a) Explore travelling high and low and balance on different body parts. Work side-by-side with a partner to link actions that show change of front.
- (b) Explore rolling in different directions and link roll and balance.
- (c) Link together run, jump, roll - balance to show change of front and direction.
- (d) Twist and turn to lead into a balance or into a new direction.
- (e) Move into balance from one direction and from it in a different direction.
- (f) Link together four movements to show change of front and direction and awareness of speeds.
- (g) All these ideas are transferred to appropriate apparatus at every stage of learning.

References for detailed skill teaching:-

"TEACHING SPECIFIC SKILLS" - Jumping - page 305

Rolling - page 315

Balance - page 363

"TOP GYMNASTICS" - Page 381

EXPECTED LEARNING OUTCOMES

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

- (a) identify and use a range of travelling, jumping and turning movements on different levels and show ways of balancing on different body parts.
- (b) demonstrate various sliding, rolling and turning movements which lead smoothly into balanced positions showing change of front.
- (c) move into a balance, then move out of it in a different direction.
- (d) with a partner, link together a series of movements and balances which demonstrate an understanding of change of front and direction and show contrasts in speed.
- (e) transfer and extend all these ideas and skills onto suitable angled arrangements of 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 using 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.