

LEARNING OBJECTIVES

Children should learn:-

- to understand that all gymnastic skills use various combinations of pushing, pulling, swinging and gripping.
- to adapt, refine and improve specific skills using this knowledge.
- to design longer sequences to use planned variations in shape, speed and direction.
- to work in pairs to evaluate and improve composition.

FUNCTIONAL USE OF LIMBS

UNIT FRAMEWORK

- (a) Recognise and practise different ways of using pushing and swinging to travel on different body parts.
- (b) Isolate and use pulling and gripping actions including inverted actions.
- (c) Travel into rolls in different ways showing different body shapes.
- (d) Push into a balanced position.
- (e) Develop various specific skills to illustrate pushing/pulling/swinging.
- (f) Compose a short sequence with a partner to produce matching travel, jump and turn to emphasise push/pull/swing.
- (g) Compose a longer sequence both on the floor and apparatus to include at least two different jumps and three balances. These should be linked with travelling and rolling movements.
- (h) All ideas, principles and skills are transferred to suitable apparatus at every stage.

References for detailed skills teaching:-

“TEACHING WITH SPECIFIC SKILLS” - Jumping - page 305

Rolling - page 315

Taking weight on hands and feet - page 345 front/back support - page 351; cartwheel - page 360 Balance - page 363 - shoulder balance page - 366

gripping and hanging to balance - page 367

“TOP GYMNASTICS” cards - page 381

Springing on/off/over apparatus - page 371

EXPECTED LEARNING OUTCOMES

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

- (a) know and show a range of travelling and jumping activities initiated by pushing and pulling on the floor or apparatus.
- (b) demonstrate pushing and/or pulling against the floor and pushing/pulling gripping on or against apparatus to hold a balanced position.
- (c) travel using swinging to initiate the movement e.g. kicking horses, cartwheels, scissor jumps etc.
- (d) identify and show various ways of gripping apparatus with hands and different body parts to climb, swing, spring onto/off/over or balance.
- (e) link two jumps and three balances with travelling and rolling movements to create a sequence which uses planned variations in body shape, speed and direction.
- (f) transfer the knowledge, skills and understanding onto apparatus and recognise how the possible range of activities is extended.

Children should also be guided continuously to:-

- use space and apparatus safely and know the principles of safe siting.
- work co-operatively and sympathetically with a partner or small group.
- accept advice and use it in a reflective way to improve the quality of their work.
- understand the short and long term effects of exercising in gymnastic activities and how to warm-up and practise safely.