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## **LEARNING OBJECTIVES**

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**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**

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### **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**

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**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.



♪ ● ♪ (Musical warm-up could be used here)

**Warm-up** (i) Travel about the hall moving in different directions - remember to always look where you are going and be aware of others.



(ii) Travel about the room, sometimes on feet and sometimes jumping through the air.

(iii) Run in and out of each other and jump to turn in the air.



(Repeat several times and establish that some turning jumps from two feet to two feet show symmetrical shapes and turning jumps taking off from one foot are generally asymmetrical)

**Floorwork** (i) Stretch up in a star shape all together, then lean to one side and take one foot off the ground and stretch it out to the side (*asymmetrical*).



(ii) Stand on both feet and move your trunk, head and arms in different ways to take up different asymmetrical shapes.

(iii) Balance asymmetrically on various "patches" or "points" to find several shapes where the whole body is asymmetrical.

(Here it may be appropriate to develop the shoulder balance.)

(iv) Can you move from one asymmetrical shape into another one?

(Emphasise the stillness of the shape and smooth moving into the next shape.)



(v) Take your weight on your hands and kick one leg up into the air. (Remember strong arms, head up.)

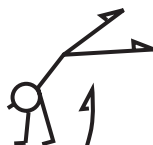
Kick one leg up into the air and then change legs to come down.



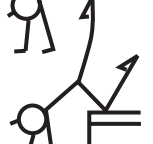
(vi) Can you find ways of rolling asymmetrically?

(Try starting and finishing in a standing position.)

**Apparatus** (i) Explore the apparatus by travelling between, over, under, along in various ways.



(ii) Can you find different ways to balance on, under, along or against apparatus showing a symmetrical shape? (*Demonstrations of ideas.*)



(iii) Can you travel between the apparatus in a symmetrical way then use a clear piece of apparatus to hold an asymmetric balance for 3 seconds before moving on again?



(iv) Can you hold an asymmetrical balance using the apparatus then move smoothly into an asymmetrical balance on the floor?

### Concluding activity

Balance asymmetrically in three different positions to show high, medium and low positions.



## 8 - 9 YEARS (YEAR 4)



### BALANCE LEADING INTO CHANGE OF FRONT OR DIRECTION

### LESSON 2

♪ ● ♪ (Musical warm-up could be used here)

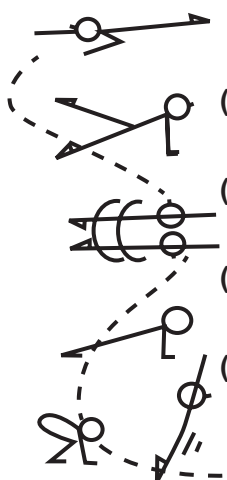
#### Warm-up

- (i) Put hands on the floor and jump or swing legs up into the air as high as possible.
- (ii) Trot about the room avoiding contact with others. Trot for 10 seconds then trot on the spot with knees high for 10 seconds. Repeat until the signal to stop.
- (iii) Travel about the room high and low alternately.



#### Floorwork

- (i) Travel about the room in a sliding way (*front, side, back towards the floor*).
- (ii) Travel in a sliding way then on a signal move smoothly into a balance and hold it for 3 seconds. Repeat the task several times using different slides and balances.
- (iii) Slide and balance showing a change of front - practise it until the join is smooth. (*Show demonstrations of good performances.*)
- (iv) Take up your balanced position and find a way you can come out of it to run and jump. Practise until the join is smooth.
- (v) Travel about the room showing different shapes in the air. (*Look at demonstrations to remind about pin, star, tuck, twisted, leap etc.*)
- (vi) Choose your favourite jump and put together slide - balance - run and jump. Are you changing front? (*Some may even have changed direction with the run and jump.*)



#### Apparatus

- (i) Explore between, over, under, along and through apparatus showing an awareness of others.
- (ii) Travel in and out of apparatus then spring onto apparatus and slide off. How many different ways can you find?
- (iii) Find different ways of sliding down from apparatus with different body parts leading, and then move into a balance on the floor or against the apparatus. (*Demonstrations to look at ideas and judge whether the join is smooth and controlled.*)
- (iv) Can you come out of the balance to run and jump? Complete sequence is slide down from apparatus - balance - run and jump. (*Look at sequences - is the balance well held? Is the shape of the jump clear?*)



#### Concluding activity

Lie or sit on the floor showing a clear shape. Can you jump and hold the same shape in the air?



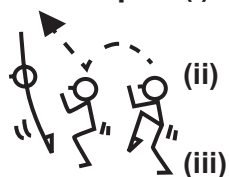
## BALANCE LEADING INTO CHANGE OF FRONT OR DIRECTION

## LESSON 3



(You could use warm-up 3 "Bouncing" Track 3 here)

### Warm-up



(i)

Bounce in different ways on one foot or two feet moving around the room in different directions.

(ii)

Run in and out of each other avoiding contact. Jump into a space and spring back up to move on. Repeat several times.

(iii)

Repeat the task but this time jump from one foot to land on two feet and spring up again.

### Floorwork

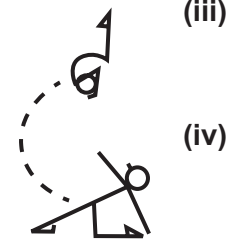
(Use mats as necessary)

(i)

From standing find the best way to sink down into a sideways roll.

(ii)

When you have found it can you jump from one foot to two feet and sink down into a sideways roll? Is it easier if you jump sideways or with a  $\frac{1}{4}$  turn and sink down?



(iii)

Working on a mat, from standing can you sink down and roll away sideways, forwards or backwards?

(If appropriate, a roll or lead-up action could be taught here.)

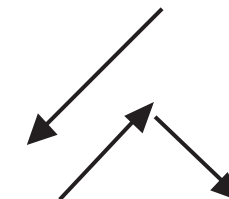
(iv)

Repeat the task, but instead of rolling to stand up again can you roll and push into a balance showing a change of front?

(Refer to the "ideas" cards in "Teaching Specific Skills" if necessary.)

(v)

Join together run, jump, roll and balance and show a change of front and change of direction.



(Look at demonstrations and expect children to analyse and describe change of front and direction.)

(REMINDER:

Travel the line and change the way the body faces = change of front.

Travel along angular path always facing forwards = change of direction.)

### Apparatus

(i)

Travel in, out, wide, over, along and through apparatus being aware of others.



(ii)

**Spring** onto apparatus and find a way of **sliding** down from the apparatus into a roll.

(iii)

Spring onto apparatus - slide and roll away into a balance.



(iv)

Can you jump from a low piece of apparatus and bounce or spring onto another part to perform your sequence?

(Demonstrations of accurate and controlled sequences - emphasise body tension and quality performance.)

### Concluding activity

Take weight on hands, land feet on the floor and move straight into a rocking action.

## **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**

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### **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.

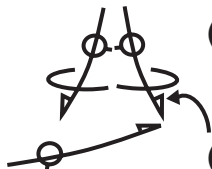
## 9 - 10 YEARS (YEAR 5)



### FUNCTIONAL USE OF THE LIMBS

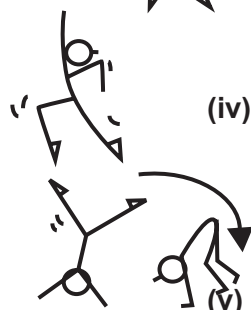
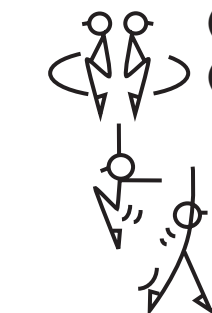


### LESSON 5

- Warm-up**
- (i)  **7** "Follow-my-leader" and find different ways of changing the leadership on a signal from the teacher. (*You could use Track 7 here.*)
- (ii) No. 1's lie down on the floor face down. No.2's jog in and out of them and when they see a clear "body" they jump over their ankles and continue. Repeat until the teacher reverses the roles.
- (iii) Repeat the task but when you jump over a partner turn in the air to land facing him or her and then continue.



- Floorwork**
- (i) Show at least four different shaped jumps.  
 (*Remember different take-offs and shapes in the air - symmetrical/asymmetrical.*)
- (ii) Show at least four different ways of travelling.
- (iii)  **35** Compose a sequence which contains at least two different jumps and three different shaped balances. Joins should include travelling movements and rolls. You could use Track 35 "This is me".  
*(Because this is a more complicated task, children should have a visual reminder of the components e.g. on a flip-chart or piece of sugar paper blue-tacked to the wall or card 14. They can refer to this check list.)*
- Remember the actions should show strong, pushing, pulling and swinging.
- (iv) Look at a partner's sequence twice through and identify:  
**(a)** does it contain the necessary elements?  
**(b)** does it show a change of **direction** or **pathway**?
- After talking to your partner practise and improve your sequence.
- Everyone looks at a sequence chosen by the teacher.  
**(a)** can you see any changes in **speed**?
- Choose a roll and perform it at normal speed. Now perform the same roll as SLOWLY as possible. Can you feel the extra push or pull which is necessary to slow the movement down? Can you slow down one part of your sequence?
- (vi) Perform the sequences slowing clear starting and finishing positions.



### Concluding activity

Travel about the room walking, sliding, turning in different ways but just as if you are in a low motion "action replay" - really slowly and smoothly.

## **FUNCTIONAL USE OF THE LIMBS**

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### **CHECK-LIST FOR SEQUENCES (FLOOR)**

- 2 different jumps.
- 3 different shaped balances.
- Joins should include travelling movements and rolls.
- All these elements should show strong pushing, pulling and swinging.
- Does it show changes in direction or pathway?
- Can you see any changes in speed.
- Are there clear starting and finishing positions?

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**CARD**  
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## **FUNCTIONAL USE OF THE LIMBS**

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### **CHECK-LIST FOR SEQUENCES (APPARATUS)**

- 2 different ways springing or jumping on/off/over apparatus showing different shapes in the air.
- 3 different balances.
- Join them together smoothly using travelling on the floor and rolling.
- Show variety in directional/pathways/speed.
- Show clear starting and finishing positions.

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## **LEARNING OBJECTIVES**

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**Children should learn:-**

- to travel rhythmically and develop timing with a partner or small group using synchronisation and canon.
- to adapt and develop movements and skills and work co-operatively with a partner or small group.
- to extend their understanding and use of levels, speeds and pathways.
- to understand the compositional principles of sequencing and recognise when they are absent.

## **WORKING TOGETHER - CANON AND SYNCHRONISATION (RHYTHM AND TIMING)**

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### **UNIT FRAMEWORK**

- (a) Move in different ways, starting and stopping at the same time and analyse synchronised movement.
- (b) Join two movements together and travel in a synchronised way side-by-side.
- (c) Join a series of movements, travel, jump and roll.
- (d) Explore different directions and partner relationships by joining three sets of synchronised movements into a sequence.
- (e) Work in rhythm with a partner and explore and analyse the nature of moving in canon.
- (f) Develop through work in two's to work in four's.
- (g) Explore combined balances with each partner on a different level. Move into and out of the balance using canon and synchronisation.
- (h) Link together three combined balances using canon and synchronisation. Plan variations in speed, level and direction and check that the finished sequence contains travel, jump and turn as well as balance.

### **References for detailed skills teaching:**

"TEACHING WITH SPECIFIC SKILLS" - Jumping - page 305

Body shape and turning - page 309

Rolling - page 315

Balance on large and small parts of the body - page 365

"TOP GYMNASTICS" cards - page 381

## **EXPECTED LEARNING OUTCOMES**

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

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- (a) understand, identify and use the terms synchronisation and canon.
- (b) understand and explore the possible variations in level speed and direction when working with a partner.
- (c) join together a series of movements then synchronise them with a partner to show knowledge of various partner relationships.
- (d) use rhythm and timing to produce a sequence of canon movement with a partner or small group.
- (e) understand how to produce combined balances emphasising levels and shape and link three balances using canon and synchronisation to show an understanding of compositional principles.
- (f) transfer skills and principles from floor to apparatus at every stage and adapt and transfer sequences.

### **Children should also be guided continuously to:-**

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- 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.





## WORKING TOGETHER - SYNCHRONISATION AND CANON

♪ ● ♪ (Musical warm-up could be used here)

### Warm-up

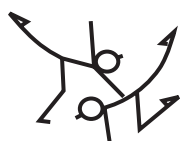
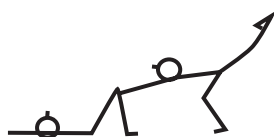


(i) Move about the room in different ways and on a signal stop in a HIGH balanced position. *(Repeat several times.)*

(ii) Move about the room in different ways and on a signal stop in a LOW balanced position. *(Repeat several times.)*

(iii) Move about the room in different ways and on a signal stop in a balanced position of your choice a different one each time. *(Repeat several times.)*

### Floorwork



(i) Find a balanced position on three **small** body parts.

*(Repeat several times then show a demonstration to discuss what LEVEL the balance tends to be on - MEDIUM)*

(ii) With a partner No. 1 take up a balance on a low level (*using large body parts e.g. back, front side, hips*), No.2 take up a balance on a medium or high level. Move closer together and see if you can touch or make contact with your partner's balance (**different** body parts in contact.)

*(Show demonstrations and discuss the combined shape is **asymmetric** and shows two levels.)*

(iii) Experiment with balances (*demonstrations to generate ideas and use card 18.*)

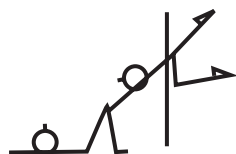
Choose a favourite one.

(iv) Stand away from the mat. Use canon movements to move smoothly into the balance.

*(Demonstrations to show moving in from different directions and using different travelling movements.)*

Have a starting position and practise to make the movement smooth and hold the balance for three seconds.

### Apparatus



(i) Explore over, under, along and through the apparatus.

(ii) With your partner can you use the idea of your balance on the floor and adapt it so it can be used with apparatus?

*(N.B. Both partners do not need to be ON the apparatus e.g. No.1 on the floor and No.2 on **apparatus**, No.1 **under** the apparatus and No.2 **against** the apparatus etc.)*

Hold your balance for three seconds.

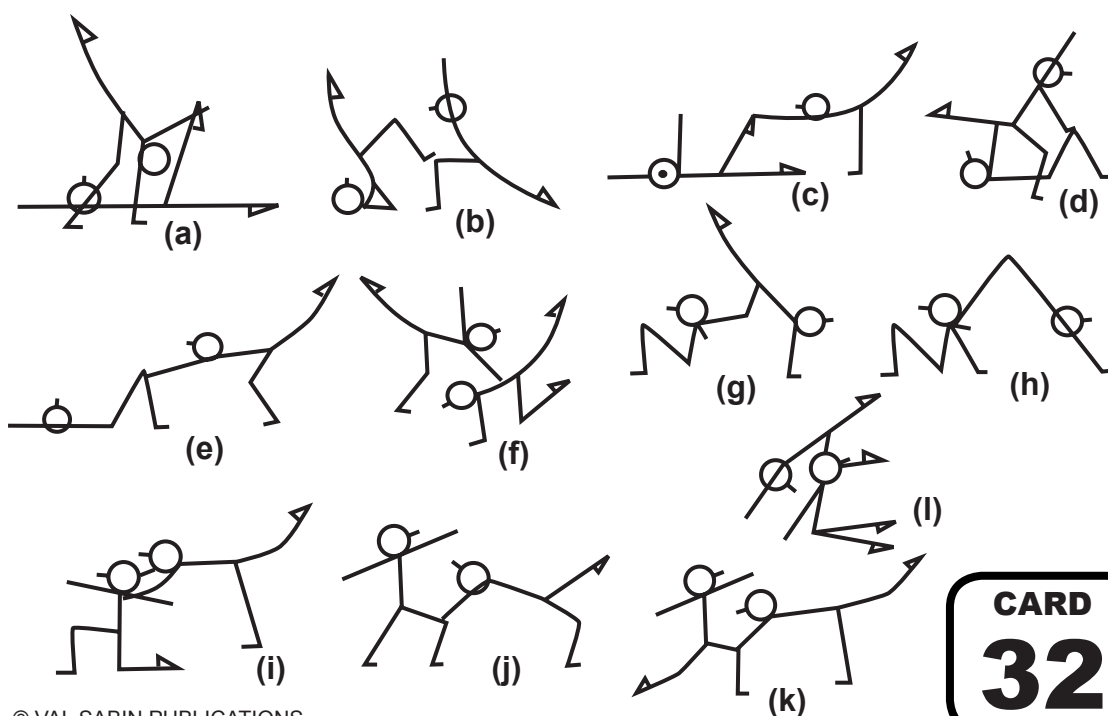
(iii) Can you move **into** the balance using **canon** movements and away again using **synchronisation**?

### Concluding activity

Move smoothly and continuously through balances on different levels - hold each position for three seconds before moving slowly into the next one.

*(Could use Track 14)*

## PARTNER - SYNCHRONISATION AND CANON



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## SYNCHRONISATION & CANON-SEQUENCE CHECKLIST

- Compose a sequence which includes 3 combined balances, synchronisation and canon.

- (a) Use different levels and shapes
- (b) Use different directions and pathways
- (c) Use different speeds

N.B. Use this card to check the composition of your sequence and check the sequence of another pair.

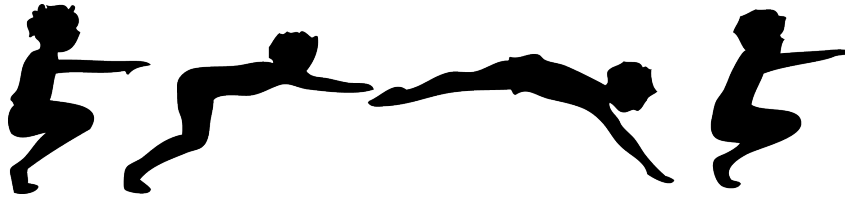
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## CAT SPRING

Children should be confident and strong performers with the “Bunny hop” and “Kicking horses” before they progress to a cat spring.



- Keep head up and look forward.
- From a squat position reach forward and place hands on the floor.
- Take weight on strong, straight arms and jump feet to land close to hands.
- Keep head up.
- Gradually reach further away with hands.
- *(As confidence grows children should reach further with their hands until they can combine .....)*
- From a squat position.
- Thrust through the legs and push off with feet to reach forward and pounce” onto hands.
- Pull or “snap” knees and feet through to join hands.
- As feet touch the floor stretch arms up and extend legs to stand.

**Very important:** To work gradually through the progressions into cat spring.

**Common fault:** Finds difficulty in achieving a stretched position momentarily through the air.

**Remedy:** In slow motion - reach forward with hands and stop in that position with bottom up and legs extended.

**Extension:** Can you cat spring with your legs astride?  
Can you cat spring with your legs alternately astride and together.

## CARTWHEELS

Often children find lateral movements more difficult to master than forward or backward movements.

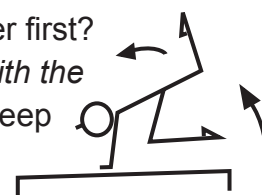


A suggestion for teaching the basics of the cartwheel follows using a bench...

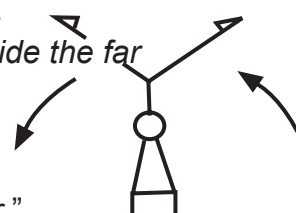
- 1 Stand with feet on the floor - hands gripping each side of the bench.  
"Can you bunny-hop across the mat to land your feet on the floor the other side?"



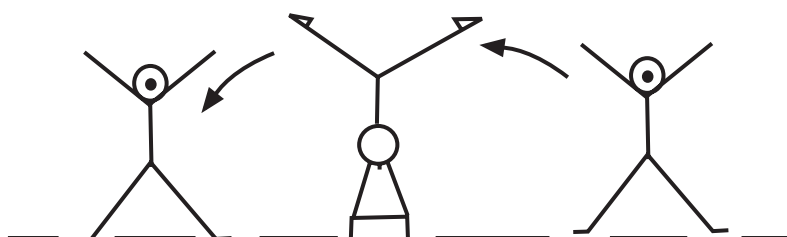
- 2 "Can you do the same thing, but this time swing one leg over first? *(The leg which swings over first, lands first. - always start with the same leg leading)* Decide which is your favourite side and keep repeating it."



- 3 Through discussion and demonstration, children discover that whichever foot pushes from the floor, the same hand grips the bench first.  
*(Nearest hand grips the near side of the bench and the other side the far side)*



- 4 "Gradually begin to straighten your legs and swing them higher."
- 5 "Now stand up on the floor. Stand **SIDEWAYS TO THE BENCH** with the swinging leg furthest away and do the same action straightening your legs as much as possible."
- 6 "As you land, push from the hands and swing the other leg across and past the landed leg to land in a straddle position, sideways on to the bench."



## A CARTWHEEL

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Once a child is confident and competent at performing the cartwheel over the bench it should be transferred directly to the floor.

On the floor the child should remember to:-

- (a) Start and finish facing sideways.
- (b) Reach forward, repeating the movements practised on the bench.
- (c) Try to improve the shape and flow by lifting hips higher and getting legs straighter and further apart.
- (d) Move in the following pattern - "Along the floor: take off foot, first hand down, second hand down, landing foot down". (*foot, hand, hand, foot*)

N.B. A useful guide to give children when performing a cartwheel is to say "start by standing sideways with arms up by ears and finish standing sideways with arms up by ears".

### Very important

The movement is an entirely sideways one, and the performer should land facing in exactly the same direction as the one in which s/he started. From beginning to end, the child should travel sideways along a straight line. The arms must be very firm and tense to take the weight of the body and fingers should be pointing outwards, away from the body.

