

# Transition KS2–KS3

## Gym/Games/Dance/Athletics Contents

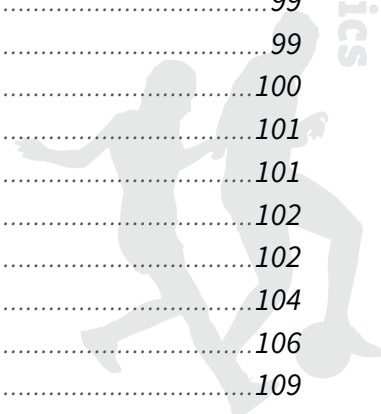
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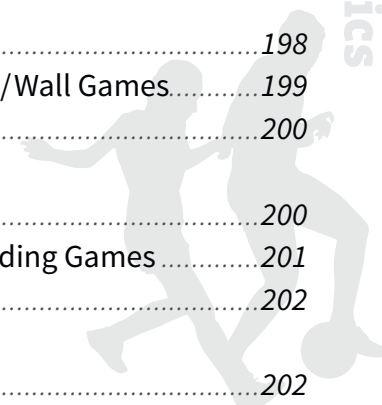
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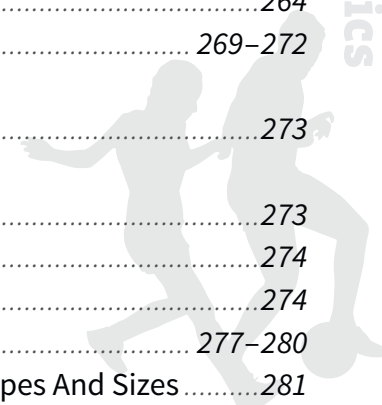
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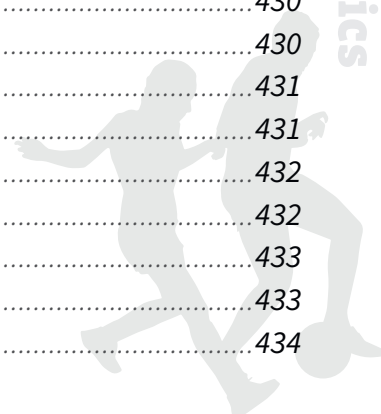
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# LINK UNITS FOR GYMNASTICS, GAMES, DANCE AND ATHLETICS KEY STAGES 2–3 TRANSITION

## (A) THE STRUCTURE OF THE MANUAL

This extremely comprehensive, detailed, and user friendly manual contains this short overall introduction and then is divided into four very distinct activity areas—each identified by different coloured pages for ease of access and fully indexed as a separate unit.

Each subject area—gymnastics, games, dance and athletics—has its own introduction containing sections on:—establishing the expected standards of performance; the transition between KS2 and KS3; the detailed structure and delivery of the unit; the link unit as part of The National Curriculum, and what next?

Detailed subject—specific material for each unit is then complemented by an additional section on skills; concepts and principles; and a final section on warming up.

The material content is divided into progressive phases i.e. Transition and Familiarisation phase followed by 6 more progressive phases (*athletics contains seven progressions*). Each phase or progression could take one or two lessons to work through, depending upon the attitude and ability of the pupils.

Each link unit identifies learning objectives and expected learning outcomes linked to the National Curriculum for PE and delivery time is recommended to be 8–12 hours. Every individual phase and progression has its own short description of the focus of work and its expected learning outcomes.



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*“Each link unit identifies learning objectives and expected learning outcomes linked to the National Curriculum for PE”*

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# TRANSITION AND FAMILIARISATION

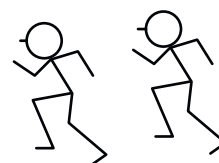
## Warm-up-preparation

1. Deliver General warm-up No 3a, changing step on a signal from the teacher.

**3a**Warm-Up  
"Change Step"  
(Track 3)

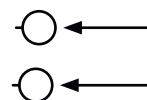
2. Stand with a partner and jog about the gym in a follow-my-leader formation. On a signal pause, pivot and turn to change direction and the leader.

3. Work out how you can follow-my-leader side skipping, then jog and turn in your own time and your own way. Practise repeating it several times so you both know when to change step and when to turn.

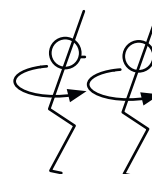


## Floor-work

1. Choose any two ways of travelling on your feet, but now move **side-by-side** (*parallel*) and **match** your partners' movement exactly. **Matching** is when two or more people reproduce exactly the same movement or balance. (*Both move the **same** hand, foot etc at the **same** time.*)



2. Check that when you turn, you both go round in the same direction (*e.g. to the right!*). If you are moving in the **opposite** direction you are mirroring. **Mirroring** is working with a partner to show movements which are like a mirror reflection (*e.g. when standing in front of a mirror-if you moved your **right** arm-your reflection would move its **left**. Therefore you use **opposite** arm, **opposite** leg etc.*)



3. **Class teach** a turning jump
  - 2 feet → 2 feet turning jump. On the spot-face one wall-push from ankles, knees and hips, swing arms vigorously and jump to land facing in the opposite direction. Practise several times and see if you can jump to turn  $\frac{3}{4}$  of the way round or even completely round to end up facing the same wall you faced at the beginning.
  - Practise with a partner and try to improve the jump (*try the jumps in different relationships to each other e.g. face to face, back-to-back, side-by-side, one behind the other etc*). When are you **matching** and when are you **mirroring** your partner?

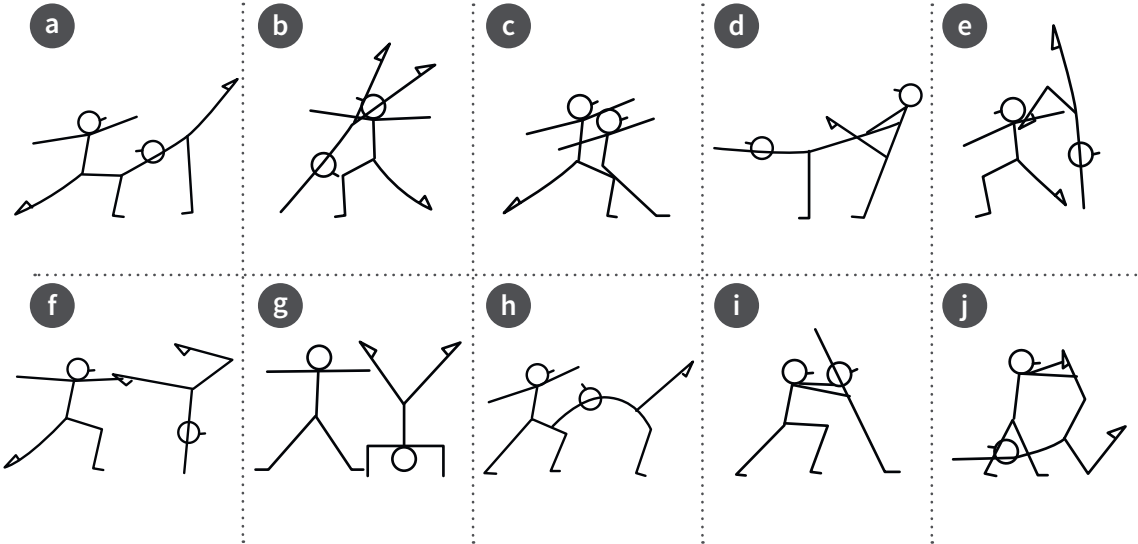


# 10

## GYMNASTICS-LINK UNIT

### BALANCING WITH OR AGAINST A PARTNER DIFFERENT BODY PARTS IN CONTACT

#### SUPPORTER STANDING



a. Explore these balances and, if necessary, develop them to suit your needs. Take it in turns to be the base.

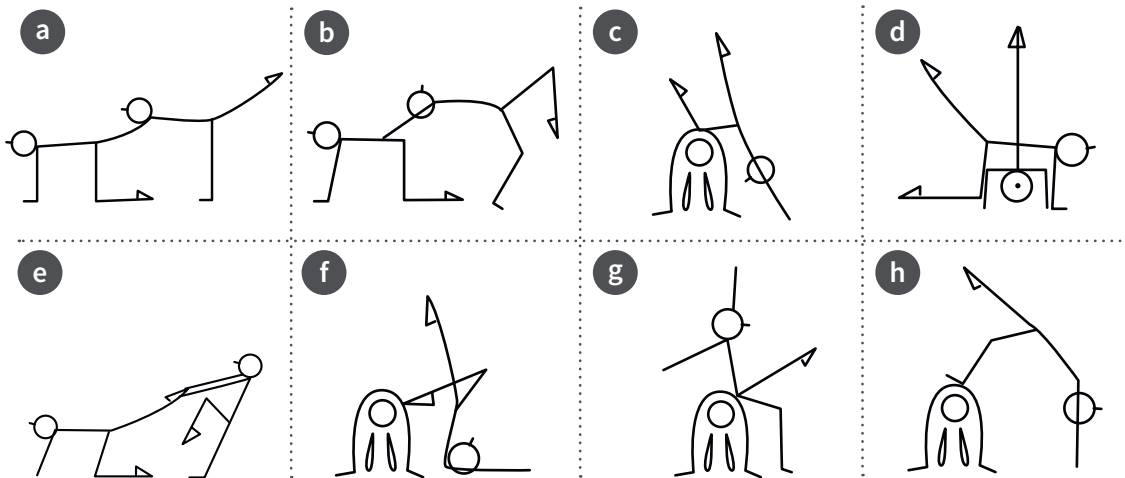
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# 11

## GYMNASTICS-LINK UNIT

### BALANCING WITH OR AGAINST A PARTNER DIFFERENT BODY PARTS IN CONTACT

#### SUPPORTER ON HANDS AND KNEES



a. Explore these balances and, if necessary, develop them to suit your needs. take it in turns to be the base.

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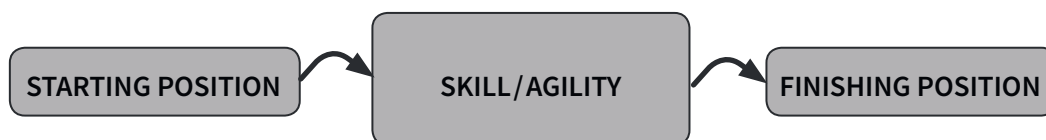


## (C) SEQUENCE STRUCTURE

Sequences form a large part of school gymnastics but to what extent are children taught about sequence structure?

In its simplest form a sequence structure could be represented in the following way:-

The complexity of a sequence can be increased by including more skills/agilities but there should always be a starting and finishing position.



The skill/agilities should reflect the focus or main theme of the sequence but the linking movements can be from any of the other three categories of movement (*pupils need to understand the categories of movement and recognise the importance of variety of movement*).



e.g. main focus-**BALANCE**

links can be:-

- TRAVELLING**
- JUMPING**
- TURNING**

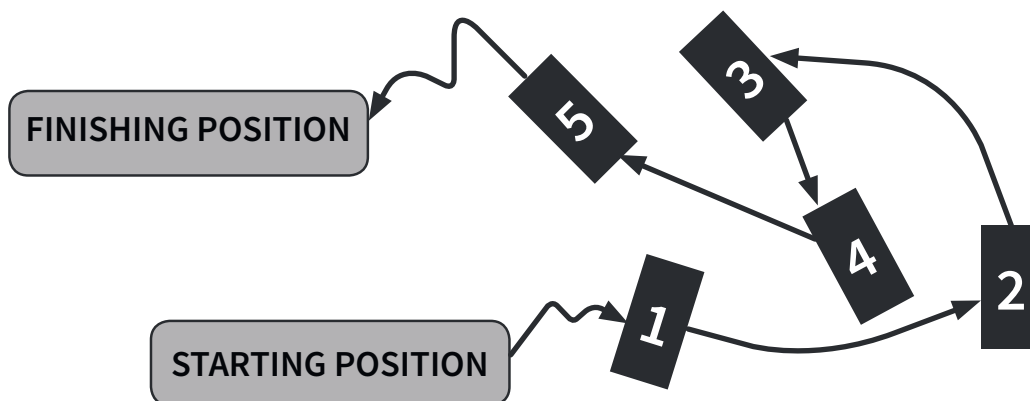
e.g. main focus-**FLIGHT**

links can be:-

- TRAVELLING**
- TURNING**
- BALANCING**

Sequences should demonstrate continuity and a smooth transference of body weight from one movement to the next.

To create more complex, interesting and well-balanced sequences, pupils should learn gradually to include **changes of speed, direction level and shape**. A knowledge of the principles of **weight** will reinforce the need for evaluation, refinement and repetition in order to produce quality performances.





## PROGRESSION 3

### Warm-up-preparation

1. Take some general warm-ups from Group 2 “time-jog” to raise muscle temperature and increase blood flow.

**Group  
2**General  
Warm-Up

2. Practise your sequence from last session of jog and change the leader, including your stretches. Continue until a signal from the teacher asks you to stop.

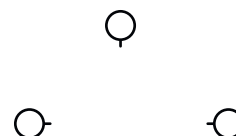


3. Pupils engage in TAG 1 “Stuck in the mud with throw release”.

**Tag  
1**

### Skill Development

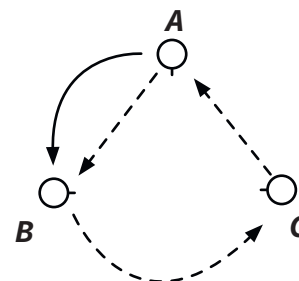
1. Stand in groups of three—one small ball to each group. Stand in a triangle shape and pass the ball underarm around the triangle. (*Remember downwards and upwards cradle, get body in line with the ball and give a balanced preparation, action, follow through. Get pupils to remind each other and evaluate technique.*)



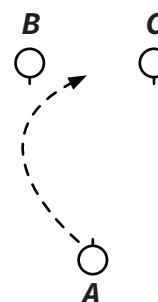
2. Stand further away from each other “A” rolls to B who fields it, then throws it overarm to C, and so on in that order around the triangle.

(*At this point some technique teaching for collecting a ball rolling directly towards you and a long stop to either side of the body would be useful.*)

Repeat the practice and try to make the passes fast, efficient and accurate. (*To help speed up reactions every time the teacher calls “change” the ball has to be passed in the opposite direction.*)



3. “A” throws the ball high, somewhere between B and C. Both move towards it, but, whoever is nearest moves to catch it and calls “mine”. Whoever catches it is the thrower next time (*talk about playing as a team member and covering the catcher. Also remember to get **under** the ball to collect it.*)



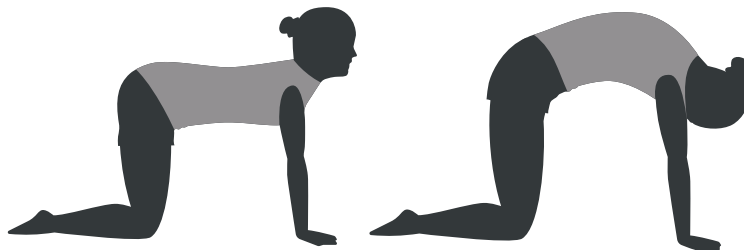
4. Stand side-by-side in 3's, all facing the same way. (**Organisation** all groups facing the same direction or groups back to back throwing away from each other.)

**A****WARM-UP****Hamstring Stretch**

1. Sit closely back-to-back with your partner, hips, back and head touching, knees bent.
2. Slowly straighten your legs out in front of you and extend your toes.
3. Exhale and slowly stretch your arms high above your head.
4. Hold the stretch and relax (*for 6 secs*).
5. Exhale and return to the starting position

**NB** Perform the stretch twice—shake legs out and repeat twice more if your legs do not feel too stressed.

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**B****WARM-UP****Lower Back**

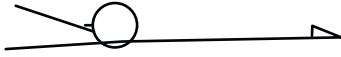
1. Kneel on all fours with hands directly below shoulders and your toes facing backwards.
2. Inhale, contract your abdominals, and round your back, pushing it upwards (*for 6 secs*).
3. Exhale, relax your abdominals and return to the “flat back” position. **NB Perform this stretch 4 times unless your muscles feel stressed.**
4. Can you position yourself with your partner to perform this stretch together?

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7

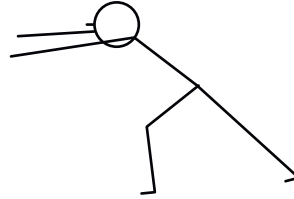
“POSITIONS” – STILL SHAPES HELD  
IN THE MOTIF

a



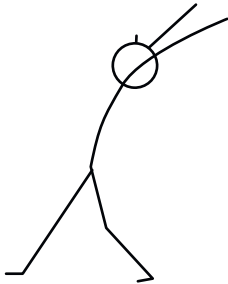
FORWARD

b



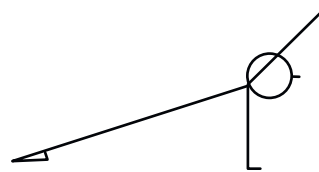
TO THE LEFT

c



BACKWARDS

d



TO THE RIGHT

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7

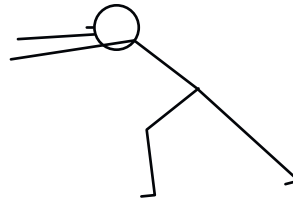
“POSITIONS” – STILL SHAPES HELD  
IN THE MOTIF

a



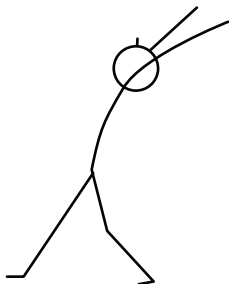
FORWARD

b



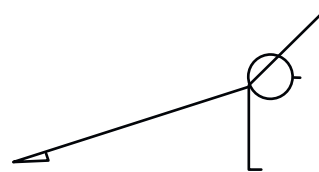
TO THE LEFT

c



BACKWARDS

d

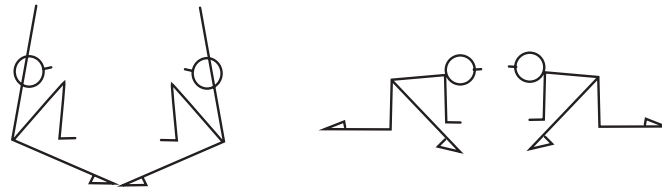


TO THE RIGHT

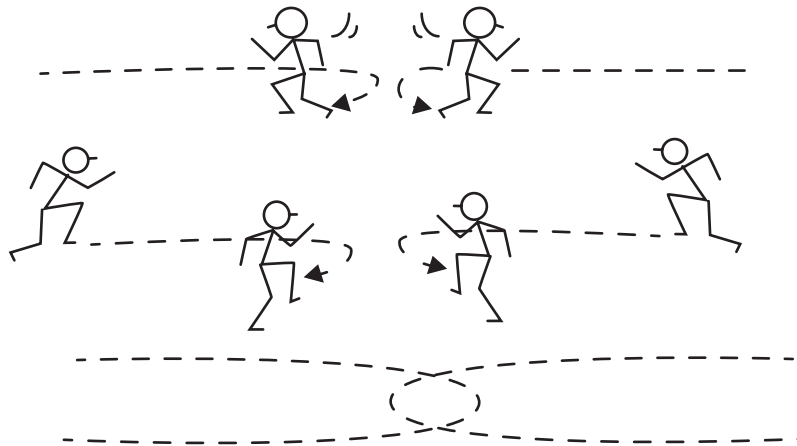
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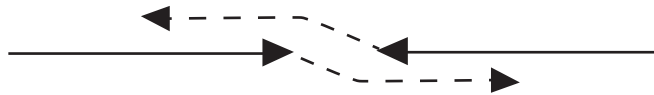
- Mirroring — doing the same thing at the same time but with the opposite hand, foot etc. as if they are looking in a mirror.



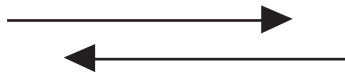
- Meeting and Parting:-
  1. meet a partner, turn around and travel away again.
  2. meet a partner, travel away backwards.
  3. meet, pass round each other and travel away (*doe-see-doe*)



- Meeting, avoiding or passing by — travel on a pathway directly towards a partner, move right to avoid each other and pass by.



- Travel towards a partner, slightly to one side and pass on by.



- Travel around—one person stands still and the other dances around him/her.



- Leading and following—one partner leads and the other follows.



**1. 400m Challenge**

- Whist jogging round the 400m track with a partner complete as many of the following tasks as possible:-
- Work out the age difference between you and your partner in days.
- Work out how many centimetres there are in 400m.
- Work out the amount of times an athlete would cross the finish line in the 1500m.

**2. Keep on running.....**



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**1. For each letter of the alphabet, can you and your partner think of a sport:**

- e.g. **A**-Archery  
**B**-Basketball  
**C**-.....

**2. If you get to the end of the alphabet, try it again, but with a different sport for each letter.**

**3. Keep on running.....**

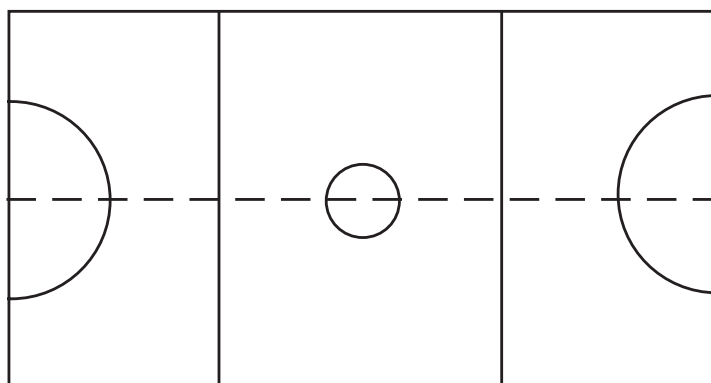


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### C. GRIDS

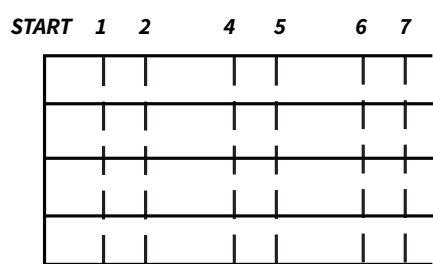
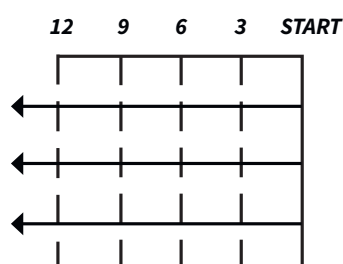
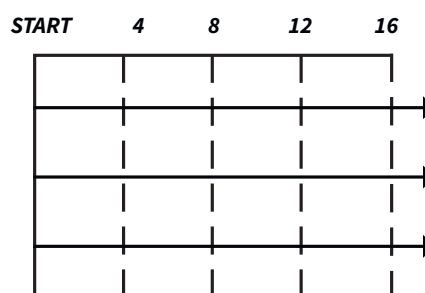
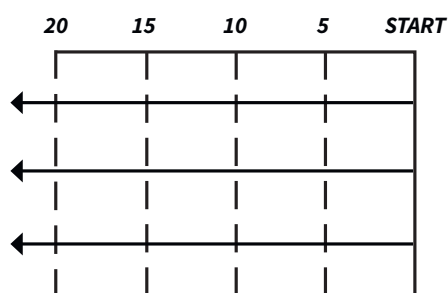
In restricted areas like **small playground or inside a sports hall**, for some activities, organising pupils to work in grids can give a greater degree of safety. Sometimes the existing playground or sports hall markings; can be very helpful for creating grids e.g. any netball courts can easily be adapted into grids by drawing a line in chalk or making the line with cones, markers, bean bags, ropes etc to immediately give six grids.



Other playground markings can also be used to advantage e.g. circles, hopscotch, ladders, wall targets etc.

### D. DISTANCE MARKS

If sprinting, throwing, jumping challenges are going to be used regularly or if you wish to give pupils the opportunity to practise at different times, then areas could be marked on the playground. If you mark out four areas in different quarters of the space, different groups could work easily in different areas (*e.g. throwing, sprinting, hurdles etc*).



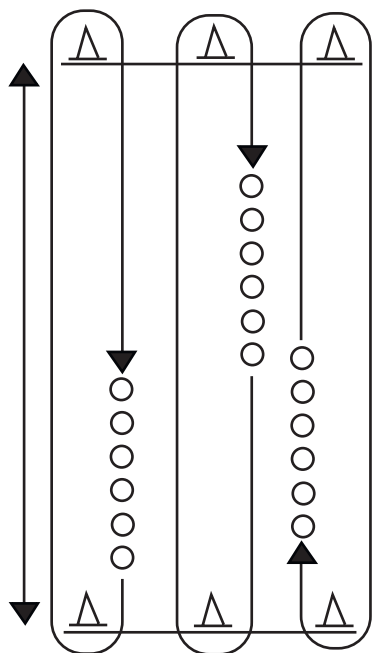
The line reached, or distance covered could then be recorded by the pupil on a personal record sheet. This is preferable to a class comparison sheet.

## SELF/PEER ASSESSMENT

<b>COMBINATION JUMP</b>		Name: Assessor: Dates:	
<b>Core Principle</b>		Can Do <i>(Tick)</i>	Areas Requiring More Practice <i>(Describe)</i>
<b>1</b>	The stride before the take-off is <b>longer</b> .		
<b>2</b>	Maintain a <b>rhythm and equal distance through each phase</b> .		
<b>3</b>	<b>Swing arms upwards and forwards</b> on take-off to increase momentum and lift.		
<b>4</b>	Head up and erect torso throughout the combination to <b>maintain balance</b> .		
<b>5</b>	Knees should give on the <b>flat footed grounding</b> between each phase.		
<b>Targets For The Future</b>			

## JOG AND SPRINT

ST9



- Work in groups of about 6. Two markers approximately 50m apart.
- 1. Stand close together one behind the other. Jog around the markers in a line.
- 2. Whilst the team is jogging, the back person sprints to over take the rest of the team (*on the right hand side*) to reach the front of the line and make a clear signal. On the signal, the next back person moves to the front, and so on....
- 3. The line keeps jogging and the pattern is repeated until the signal is given to stop.
- Stay close together. **A point is scored every time someone gets to the front and signals.**
- How many points can you get in a timed 2½ or 3 minutes?
- **Problem**—how fast do you jog so the whole team can keep going for the time?

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## SPRINTING CHALLENGE

ST10



3-5m

—

3-5m

—

3-5m

—

3-5m

—

Work in pairs/small groups  
Set out 4 markers 3-5 apart.

1. No.1 runs fast for a timed 3 secs or 5 secs and tries to run past as many cones as possible.
2. No.2 has a turn then both try to beat their own record.
3. Does it make any difference if you.
  - a. Run with arms straight and held tightly to your side?
  - b. Run with small steps.
  - c. Run with your arms spread away from your body?

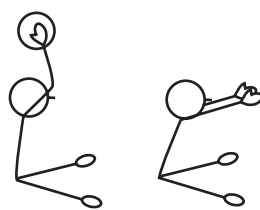
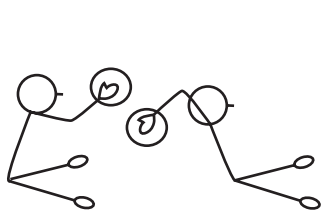
Timing—by the teacher or 1 stopwatch to each pair/group

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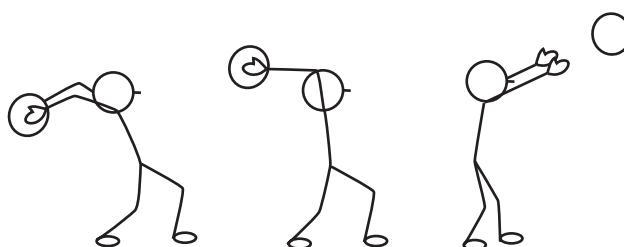
## THE PULL THROW-2 HANDS

PL1



- Sit in **straddle** position.
- With both hands take the ball back behind head lean back slightly.
- Bring body forward and pull the ball strongly over the head to release just in front of the body.
- Follow through.

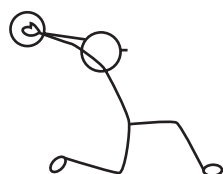
- Stand in “opposition” up to the throw line (*right handed, left foot forward.*)
- Take the ball back and lean back with weight on back foot.
- Pull the ball through strongly over the head to release in front of the body.
- Weight is transferred onto front foot.
- Follow through with arms.



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## PULL THROW WITH DIFFERENT BODY POSITIONS

PL2



**Equipment:**—medium/large ball. Cone for starting line and marker each person.

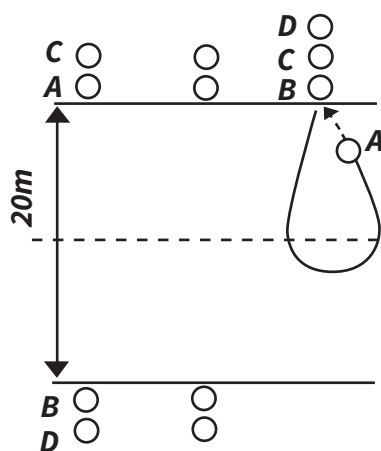
1. **Sit** so heels are behind the cone/line, throw the ball with **two hands**. Partner marks where the ball first touches the ground and places marker. With each turn, try to beat your own marker. Measure and record your longest throw (*5 turns each.*)
2. **Kneeling on 2 knees**—hold the ball with 2 hands take it back behind your head, arch your back and throw it **upwards and forwards**. Partner marks where it lands. 5 repetitions—can you beat your own marker? Measure and record your longest throw.
3. Repeat, **kneeling on one knee** only.

**Problem:**—If you do not have a tape measure how do you measure the distance?

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## CONTINUOUS SHUTTLE RELAYS

R3



### Work in 4's or 5's

- Two lines approximately 20m apart and a baton for each group.
  - Teacher or a pupil times the challenge.
1. 'A' runs to 'B', 'B' runs to 'C', 'C' runs to 'D', 'D' runs to 'A' and so on....passing the baton each time.
  2. One member of the team counts the number of runs completed by the group in the time allowed. *(Repeat the challenge to see if you can improve your scores.)*

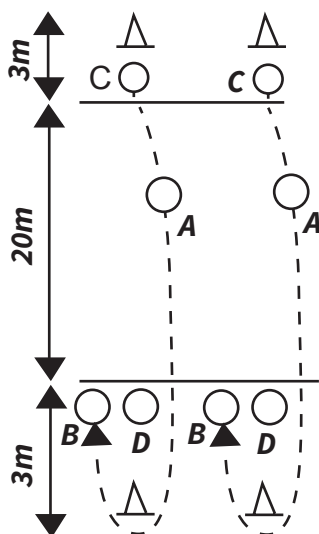
### “ROUND THE CONE”

1. All four stand behind one line and place a cone on a mark/line 10m away. 'A' carries the baton and runs around the cone and passes to 'B' and so on.
2. This is continuous and the same method of timing and counting applies.

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## SPEEDY ROUND AND ROUND

R4



- Teams of four–2 facing 2 behind lines 20m apart. Behind each team, 3m from the line, stands a cone.
1. 'A' sprints as fast as possible to the far line and around the cone behind it to 'tag' the hand of 'B' who is waiting behind the line to run. 'B' runs across to the far line and around the cone to tag 'C'...and so on.... **Every time you tag the hand of the next runner it counts as a point.**
  2. Practise to get the pathway right. How are you going to stand to be tagged so you can move off quickly?
  3. Central timing or a stopwatch to each group. Race for 1min *(or 1min 30secs)* and count how many points you get. Repeat it and see if you can beat your own record.
  4. Could you run the race and **pass on a baton** instead of tagging a hand?

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