

TOP Gymnastics has been designed to give children an introduction to key skills and linking actions that will assist them in performing fluent movement patterns and sequences. The cards introduce a range of experiences both on the floor and on apparatus to assist teachers in delivering the programmes of study at Key Stages 1 and 2 of the National Curriculum.

▲ **Because of the increased risk associated with this programme, teachers should only use the cards after they have attended a TOP Gymnastics training course.**

The cards cover the following areas:

Shape – static body positions that are essential to performing many of the basic skills

Travel – ways of moving on the floor and on apparatus

Landings, jumps, leaps and turns – absorbing weight in landing and shapes in flight

Balance – stillness and control using various body parts as bases

Working in pairs – mirroring, matching and balancing with a partner

Hand apparatus – ball, bean bags, hoop, rope and ribbon

Weight on hands – introduction to handstand and cartwheel

Rolling – lead ups to rolling plus combinations in rolling forward and backward

Additional activities – ideas for linking skills into routines, working on apparatus and with a partner

Including young disabled people – ideas for including all children in the activities

Knowledge and understanding of fitness and health – warm-up and cool-down plus ideas for embedding knowledge and understanding of fitness and health in every lesson.



Ship shape Stretched and tucked shapes

Shape up Straddle and piked shapes

Time to travel Using hands, feet and alternate feet

Jumping jacks Landings, jumps, leaps and turns

Steady as a rock Standing, kneeling and large body part balances

Hold and control Balance on hands, feet and head

Balls and beanies Hand apparatus 1 – bean bags and balls

Ropes, ribbons and rhythm Hand apparatus 2 – hoop, rope and ribbon

Rock and roll Side rolls and lead ups to forward and backward rolls

Rollover Combinations of forward and backward rolls

Bottoms up Introduction to handstands and cartwheels

Feet off the ground Using large apparatus

Double up Working with a partner

A routine matter Introducing sequences

Pick, (link) and mix Building more complex sequences

Including young disabled people Rolling, movement and balance

Knowledge and understanding of fitness and health

The front of each TOP Gymnastics card contains the following:

- annotated drawings of skills
- suggestions for equipment
- a class game/activity
- when appropriate, a safety warning.

Each drawing will help teachers understand a specific skill. The annotations identify one important teaching point to assist the development of good technique.

▲ **Identifies skills where there is an increased risk and where guidance on the card should be read and followed to ensure a safe environment for children. (Detailed information is provided on the front of each card.)**

When undertaking practical work, children should be taught how to recognise hazards and how to ensure health and safety by managing the environment in which they work.

The suggestions for equipment show how some activities can be further developed using large apparatus. However, it is very important that children can perform the activities safely on the floor first.

A sequence suggestion on the back of each card provides one idea for linking the skills on the card together. Some cards introduce additional supporting movement concepts into the sequences. These include speed, direction, level, pathway, partner work, etc.

TOP Gymnastics uses the four aspects of National Curriculum 2000 on the back of the cards. These are:

Acquiring and developing skills

Selecting and applying skills and compositional ideas

Evaluating and improving performance

Knowledge and understanding of fitness and health

TOP Gymnastics ensures that when evaluating and improving performance, connections are made between selecting and applying skills and compositional ideas and knowledge and understanding of fitness and health.

Acquiring and developing skills lists key teaching points and progressive tasks to help children improve.

Selecting and applying skills and compositional ideas offers simple suggestions for teachers to use to help children expand on their knowledge, skill and understanding in these areas.

Evaluating and improving performance suggests ways for the teacher to help children to engage in making judgements and to use appropriate vocabulary to describe what they see and can do.

Knowledge and understanding of fitness and health is covered in two ways. There is a panel on each card offering learning outcomes that could be achieved through the activities. There are also two separate cards providing a range of health-related learning outcomes that can be incorporated in to TOP Gymnastics.

Adaptations and variations are also offered using the STEP format:

S Space **T** Task **E** Equipment **P** People

Teachers can use the suggestions under these headings to vary activities and tasks to make them easier and harder and to include all children.

Technical and specialist vocabulary is linked to the subject content of each card.

Useful contacts

British Gymnastics

Tel: 0845 1297129

British Schools Gymnastics Association

Tel: 01278 751702 / 01228 539745

Building a brighter future for young people through sport

Front support position

Keep hands under shoulders
Keep body in straight line

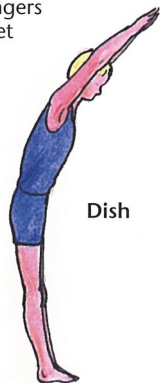


Standing

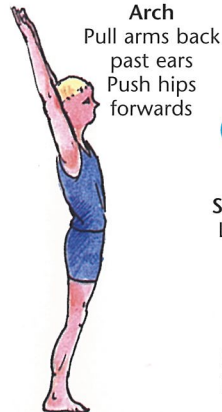
Straight
Legs together



Straight body
From fingers to feet



Dish



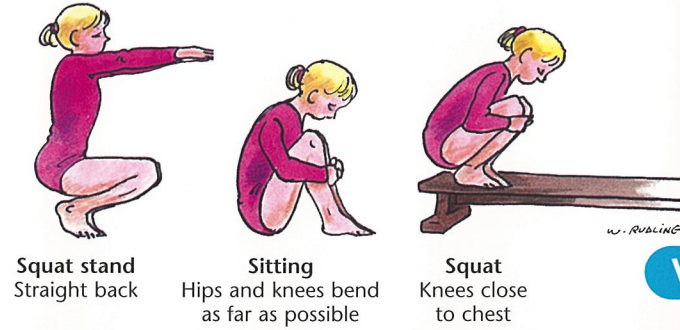
Arch
Pull arms back past ears
Push hips forwards

Tucked

Shoulder tuck
Lift hips clear of floor



Back tuck
Hands grasp below knees



Squat stand
Straight back

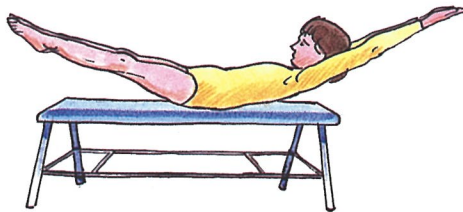
Sitting
Hips and knees bend as far as possible

Squat
Knees close to chest

Lying



Stretched
Back flat on floor
(no bending in elbows or knees)

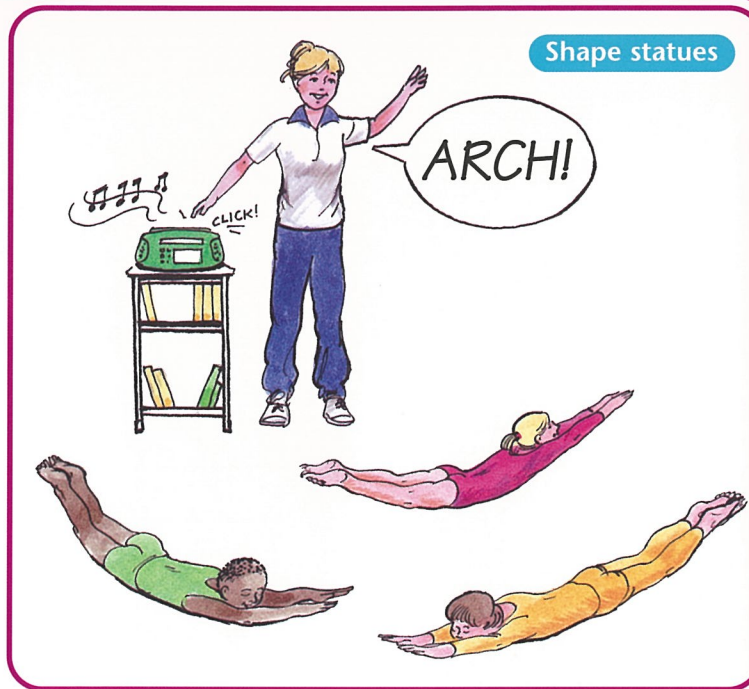


Dish
Lift arms and legs clear of the floor and apparatus
▲ Keep back pressed down onto floor/apparatus



Arch
Lift arms and legs clear of the floor and apparatus

Shape statues



ARCH!

Shape statues

- Children move to music.
- When it stops they make the shape called out by the teacher, e.g. straight, tucked, dish, arch, etc.

Extension

Include different positions, lying in dish shape, tucked on back, pike sitting, etc.

Think INC.

Develop children's progression and extend the range of positions by trying parts of shapes or thinking of equipment to help achieve the shapes safely.

Vocabulary

Tall, long, tuck, squat, curl, narrow, feet, thighs, hips, tummy, shoulders

Safety: Ensure the children:

- ▲ do not allow an arch in their lower back while performing the dish shape. See Easier adaptations on back of card
- have sufficient space for their work and are aware of others when completing tasks
- have been warmed-up and know how to lift and carry equipment properly
- are familiar with the apparatus being used.

Acquiring and developing skills

Encourage the children to:

- show clear shapes in stretched and tucked positions, e.g. make a shape like a pin, make a rounded shape like a football
- keep hips forward and shoulders back to create a straight back when standing, e.g. 'Can you stand as straight as a flagpole?'
- show a flat back in the lay-out position on the floor – leave no space for a worm to wriggle underneath!
- keep muscles tight to hold the shapes
- always work with feet and knees squeezed together.

Adaptations and variations

Easier . . .

- S** In squat stand, make straight back against a wall.
- T** Keep arms by side in dish position. Begin in tucked shape on back and take one leg out at a time. Show the position momentarily.
- E** Work on an individual mat.
- P** Partner to hold feet to assist in making dish/hollow shape lying on floor.

Also consult the Including young disabled people card.

Harder . . .

- S** Sitting in tucked position on floor with feet raised to form balance.
- T** Hold each of the positions for three seconds.
- E** Make the shapes on climbing frame, benches, low tables.
- P** Mirror and contrast shapes with a partner.

Selecting and applying skills and compositional ideas

Encourage the children to:

- show and name each of the positions
- comment on held positions in more detail, e.g. say that it is more difficult to show a dished position on the floor than a lay-out position
- identify and perform two held positions that can be linked together, e.g. dish on back to arch on front without lowering feet.

Evaluating and improving performance

Encourage the children to:

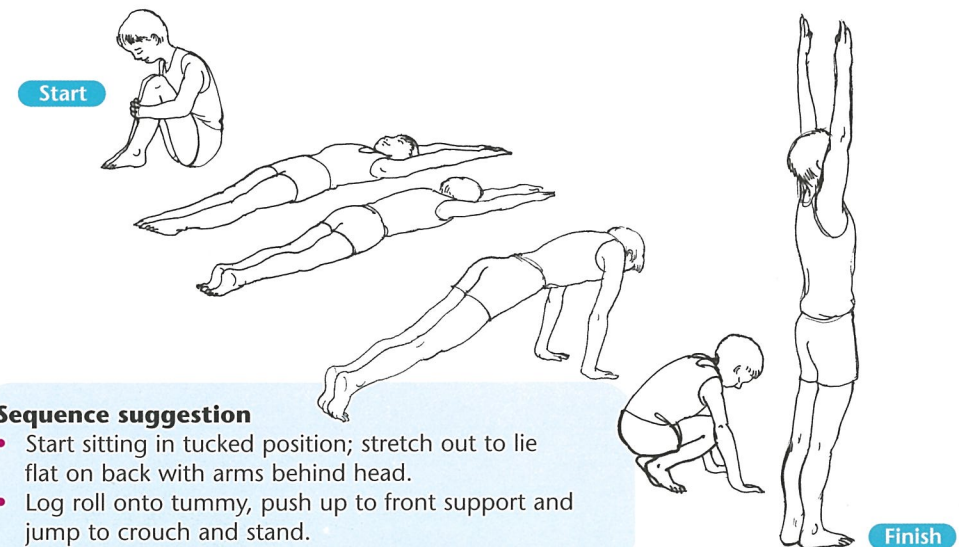
- respond quickly to commands. Teacher provides the formal name, e.g. squat, back tuck, standing straight, and then watches class get into each position
- watch each other and improve their actions through copying and discussion
- show change of arm positions and say what difference they make.

Knowledge and understanding of fitness and health

Encourage the children to:

- explain that muscles help them to move and to hold positions still (KS 1)
- explain that gymnastics can strengthen muscles (KS 1)
- demonstrate good posture when standing (KS 2).

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.

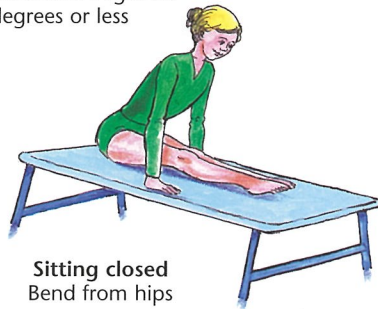


Sequence suggestion

- Start sitting in tucked position; stretch out to lie flat on back with arms behind head.
- Log roll onto tummy, push up to front support and jump to crouch and stand.

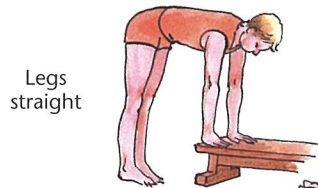
Piked

Legs straight and together, angle between chest and thighs 90 degrees or less



Sitting closed
Bend from hips

Supported
Flat back,
parallel to floor



Legs
straight



Supported

On back
Back flat,
legs raised



On shoulders
Feet stretched
beyond head



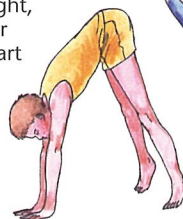
Straddle

Legs straight and open sideways at or beyond 90 degrees



Sitting
Legs turn out,
feet pointed

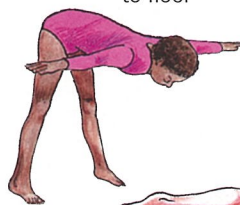
**Supported
straddle**
Arms straight,
shoulder
width apart



Standing
Legs at least
shoulder width
apart



**Standing straddle
(Star shape)**
Trunk parallel
to floor



On shoulders
Hips lifted,
legs turned
out



On back
Back flat,
legs raised



Capital letters



Capital letters

- Children travel in various ways to music.
- When the music stops they make the capital letter shape called out by the teacher.
- Good examples include 'X', 'V', 'Y', 'T', 'I', 'L' and 'C'.

Extension

Groups of three or four create different letter shapes.

Think INC.

Concentrate on performing the shape, or part of the shape, in a manner appropriate to the person.

Vocabulary

Wide, pike, straddle, astride, stretched, extended, symmetrical, asymmetrical, back, trunk, shins, arms, elbows

Safety: Ensure the children:

▲ **do not put weight on back of head or neck in inverted shapes**

- have sufficient space for their work and are aware of others when completing tasks
- have been warmed-up and know how to lift and carry equipment properly
- are familiar with apparatus being used.

Acquiring and developing skills

Encourage the children to:

- show clear shapes in straddle and piked positions, e.g. make a wide 'X' shape
- turn legs outwards and opened sideways in straddle positions
- show an open piked position where the angle between trunk and legs is a right angle, e.g. make a capital letter 'L' with your body
- show a closed pike where the angle is less than a right angle, e.g. make a box with a hinged lid and close the lid tight
- recognize that in all piked and straddle positions the legs are straight; in positions (other than standing) the feet are extended
- keep the chest lifted so that bending comes from the hips not the upper spine.

Adaptations and variations

Easier . . .

- S** In straddle, sit with back against wall.
- T** Support with hands under hips for shoulder stand. Show the held position momentarily.
- E** When holding supported positions, place hands on box top/bench with feet on floor.
- P** Partner gently assists to fold forward in straddle or pike.

Also consult the Including young disabled people card.

Harder . . .

- S** Arms straight beyond head in inverted position on shoulders.
- T** Hold each of the positions for three seconds.
- E** Make the shapes on climbing frame, benches, low tables.
- P** Mirror and contrast shapes with a partner.

Selecting and applying skills and compositional ideas

Encourage the children to:

- show and name each of the positions
- comment on held positions in more detail, e.g. say that it is more difficult to show a dished position on the floor than a lay-out position
- watch each other and improve their actions through copying and discussion.

Evaluating and improving performance

Encourage the children to:

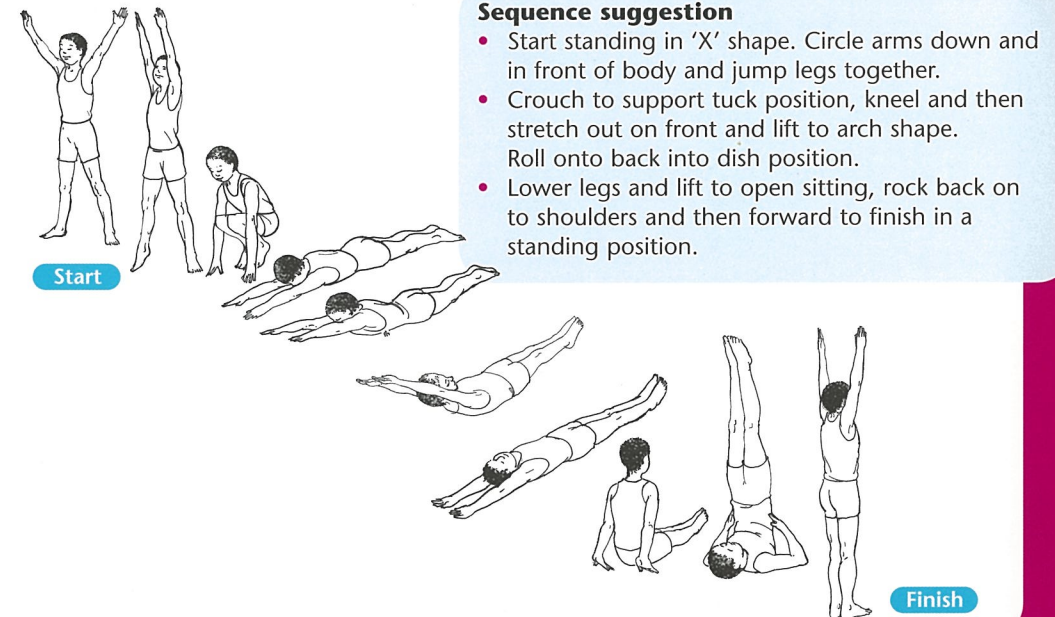
- show and name each of the positions
- comment on positions of body parts.
- with the help of the teacher, be able to talk about quality, e.g. 'Piked position shows a right angle between trunk and floor and feet are stretched.'
- watch each other and improve their actions through copying and discussion.

Knowledge and understanding of fitness and health

Encourage the children to:

- demonstrate and explain the difference between tensing and relaxing muscles (KS 1)
- explain that gymnastics improves the ability of joints to work across a good range of movement (KS 2)
- identify which joints are moving when they change from one letter shape to another (KS 2).

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.



Sequence suggestion

- Start standing in 'X' shape. Circle arms down and in front of body and jump legs together.
- Crouch to support tuck position, kneel and then stretch out on front and lift to arch shape. Roll onto back into dish position.
- Lower legs and lift to open sitting, rock back on to shoulders and then forward to finish in a standing position.

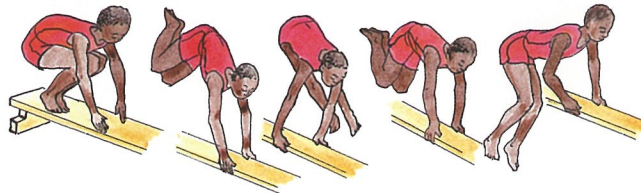
Using hands, feet and alternate feet

Crocodile

Walk on forearms and feet near to floor



Bunny jump



Caterpillar

Walk feet forward towards hands, hands remain still, and then walk hands away from feet, feet stay still



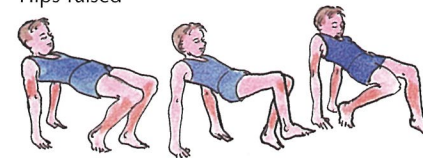
Bear

Move leg and arm at same time



Crab

Hips raised



Links

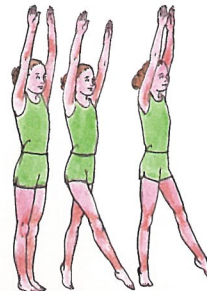


Walk forwards
Slight turn out of legs and feet

Walk backwards
Extend leg diagonal to floor



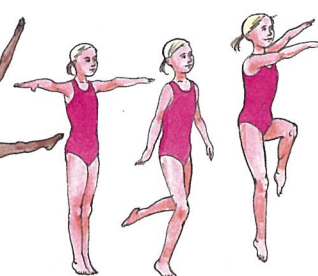
Relevé walk
Walk on balls of feet



Battement
Chest high, body erect



Step and hop
Extend leg as it leaves floor



Front chassé
One leg 'chases' the other



Visit to the zoo



Visit to the zoo

- The teacher tells a story of visiting the zoo to see various animals.
- Introduces animals one at a time, describing and demonstrating how they move.
- Children copy the actions one at a time.
- Select from bunny hops, frog, snake, crab, caterpillar, crocodile, bear, camel, etc. (See the TOP Gymnastics Handbook.)

Think INC.

Children can travel in different ways, either on their own or by using equipment and personal aids, e.g. walking frames, to help maintain the shape and co-ordination while travelling.

Vocabulary

Parallel, extend, sequence, routine, combine, point, opposite, transfer, travel, waist, drag, invert, perimeter

Safety:

- Ensure the children:
- check pathway is clear before travelling backwards
 - place hands on the floor with flat palms
 - have sufficient space for their work and are aware of others when completing tasks
 - show competence on floor before trying travelling skills on apparatus.

Acquiring and developing skills

Encourage the children to:

- show they understand the technique of each movement in animal walk positions by conscious control of the muscles and joints involved
- keep hips square and show slight turn out when **walking forward** and **backward**
- show good posture, where the 'stepping' comes from the hips and the upper body remains still and erect throughout
- when walking forward show a rhythm – toe, ball, heel; toe, ball, heel. In backward step, big toe touches first
- link a key phrase, to use while performing the action, e.g. chassé, step, hop; chassé, step, hop
- vary the **relevé** walk to show raised knee and battement positions
- perform a **chassé** with good extension in the legs and where feet come together for a moment in the air. Perform the skill backwards and to the side as well as forwards.

Adaptations and variations

Easier . . .

- S** Travel forward in a straight line.
- T** Show two ways of travelling using combinations of hands and feet.
- E** Move forward along bench using relevé walk.
- P** Play 'follow the leader' in pairs.

Also consult the Including young disabled people card.

Harder . . .

- S** Travel around the perimeter of a square or rectangular area using different steps on each side and linked smoothly at the corners.
- T** Chassé step with change of leg performed backwards and to the side.
- E** Perform combinations of travelling steps on a low beam.
- P** Make a short travelling routine with a partner where you match the dance links.

Selecting and applying skills and compositional ideas

Encourage the children to:

- perform different combinations of walking forward and backward using various pathways
- make up a sequence that uses two held/balance positions and use a method of travelling on your feet to connect them
- use some of their travelling skills to move forward and backward on benches and low beams.

Evaluating and improving performance

Encourage the children to:

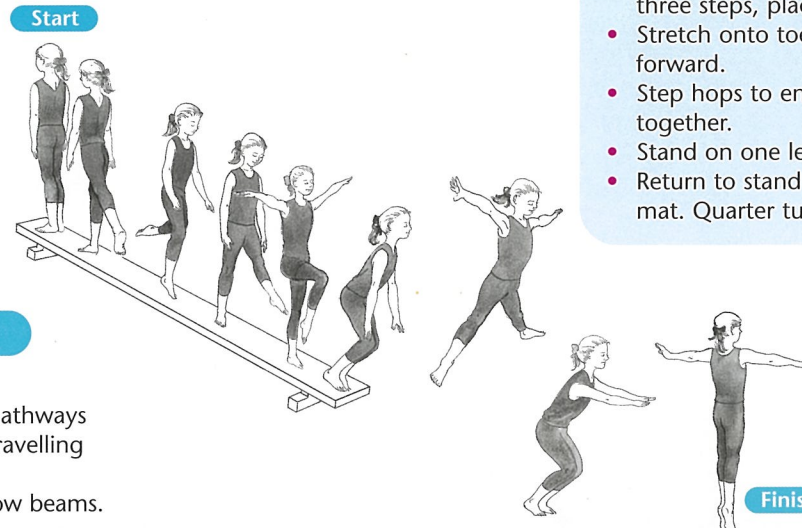
- compare and contrast shapes in animal walks and comment on different styles and their effectiveness in travelling. Explain why some skills allow travelling in an inverted position
- point out the differences between simply walking forward and walking in relevé position and say how these skills might differ from normal practice
- recognize and point out different body positions during locomotion and comment on quality of performance.

Knowledge and understanding of fitness and health

Encourage the children to:

- explain that activity starts with a gentle warm-up and finishes with a calming cool-down (KS 1)
- explain why their heart rate increases when they perform pulse raising activities (KS 2)
- demonstrate good posture and control when performing pulse raising activities (KS 2).

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.



Sequence suggestion

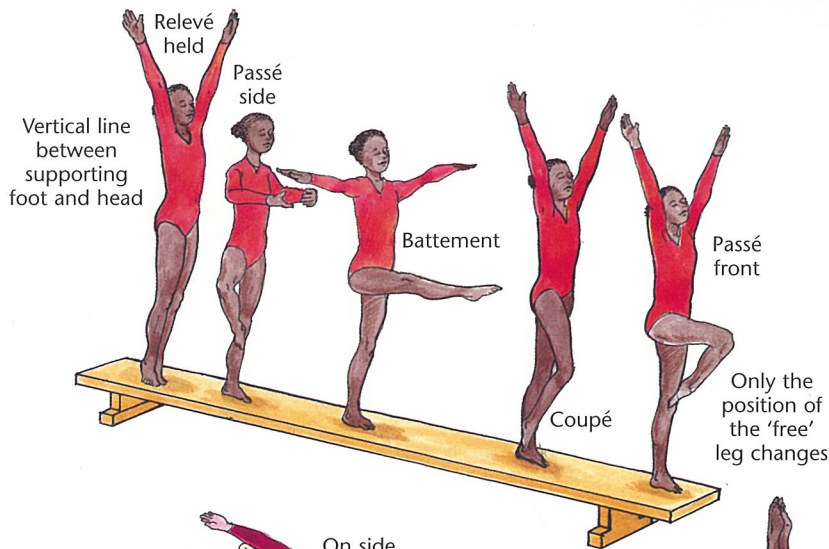
- Start standing on low bench. Walk backwards three steps, placing one foot behind other.
- Stretch onto toes and perform half turn to face forward.
- Step hops to end of bench, finishing with feet together.
- Stand on one leg, opposite leg bent at knee.
- Return to stand and perform star jump to land on mat. Quarter turn to side.

Extension

Introduce different arm positions as sequence progresses.

Steady as a rock . . .

Standing, kneeling and large body part balances



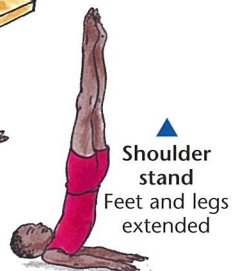
Set in stone

- Whole class moves around to music.
- When the music stops each child must hold a balance for at least three seconds.
- The teacher can vary the number of body parts used to make the game easier or harder or to fit with the content of the main part of the lesson.

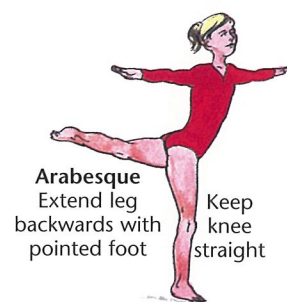
Large body parts



'V' sit
Legs at angle of 45 degrees

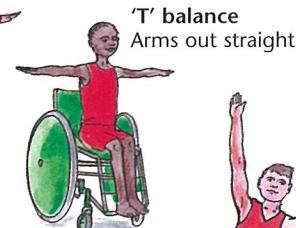


Shoulder stand
Feet and legs extended

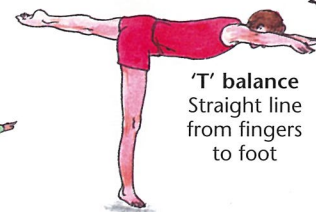


Arabesque
Extend leg backwards with pointed foot
Keep knee straight

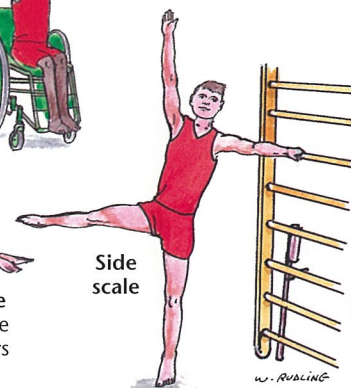
On one leg



'T' balance
Arms out straight

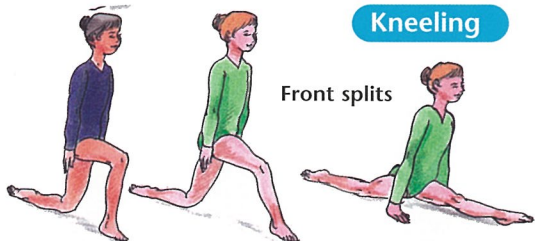


'T' balance
Straight line from fingers to foot



Side scale

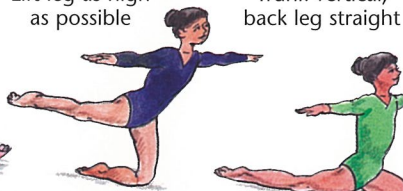
Kneeling



Front splits



Lift leg as high as possible



Trunk vertical, back leg straight

▲ Do not bounce in attempt to get from this position to full splits

Think INC.

Make use of additional support including equipment and partners to stabilize the shape. Wheelchair users may prefer to be out of the chair or learn to balance on their wheels, with brakes off, using a partner at first.

Vocabulary

Control, still, static, support, degrees, angle, lunge, scale, arched, hollow, diagonal, horizontal, lever, coupé, passé, battement

Safety: Ensure the children: ▲ do not put weight on back of head or neck in shoulder stand or inverted shapes

▲ do not force, bounce or feel pain in attempt to achieve splits or range of movement

- when performing balances with hands, keep palms flat on floor
- have sufficient space for their work and are aware of others when completing tasks
- have been warmed-up and know how to lift and carry equipment properly.

Acquiring and developing skills

Encourage the children to:

- demonstrate they have had the opportunity to experiment with various bases for support, raising and lowering the centre of gravity and changing the number of body parts that provide the base
- show they understand that the wider the base and the lower the centre of gravity, the easier it is to distribute weight evenly
- make **standing** balances with:
 - a straight line from foot to head, eyes focused straight ahead, shoulders pressed down and a long neck
 - weight distributed on 'balls' of feet in relevé but flat on floor for balances on one leg. Coupé, passé, battement all in same basic stand position. Hips square and trunk vertical, knee facing forward, arms in a variety of positions
- make **'T' balance** with straight line from fingers to foot of 'free' leg and with standing leg held at right angle to floor.
- tighten muscles in non-standing balances to hold the shape for at least three seconds. Hold legs at 45 degrees in **'V' sit** with a variety of arm and leg positions.

Adaptations and variations

Easier . . .

- S** In standing balances use wall or bar for hand support.
- T** Use hands to support hips in shoulder stand.
- E** Make different balances using tables, benches and low apparatus for support.
- P** Partner offers gentle support to make shape.

Harder . . .

- S** Reduce area/points of support on floor.
- T** Stride splits on floor.
- E** Make a variety of balances on apparatus.
- P** Working alone, perform 'V' sit/shoulder stand without the use of arms on floor.

Also consult the Including young disabled people card.

Selecting and applying skills and compositional ideas

Encourage the children to:

- use either leg/knee in single leg balances and a variety of different arm positions
- move from relevé into coupé, passé, battement holding each position for at least 3 seconds
- start in a standing balance and move into a non-standing balance, or vice versa.

Evaluating and improving performance

Encourage the children to:

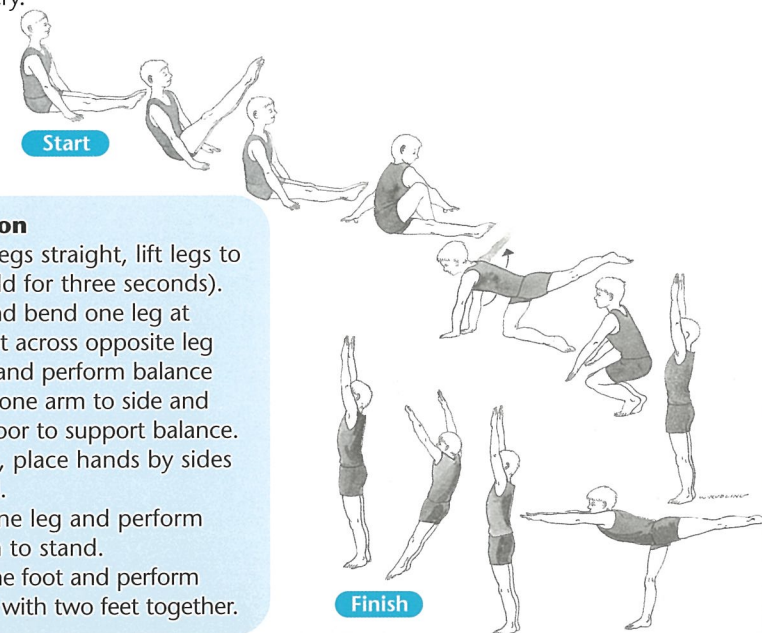
- explain which balances are easy and which are hard and say why
- use a digital camera to record pictures and then comment on quality of balances
- identify weaknesses in held positions and begin to understand what they could do to improve, e.g. legs not held in a true 'V' position because of weak tummy muscles
- understand that poor flexibility and strength limits range and control in balance.

Knowledge and understanding of fitness and health

Encourage the children to:

- explain that muscles are working hard to hold still positions (KS 2)
- describe how they feel when performing a sequence of balances, e.g. calm, controlled, nervous, tired, challenged, successful (KS 1 or 2)
- identify which joints are moving as they change from one balance to another, e.g. knees, hips, elbows, spine (KS 2).

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.

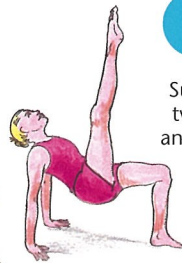
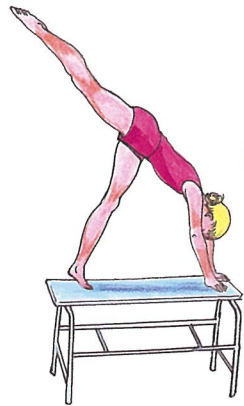


Sequence suggestion

- From sitting with legs straight, lift legs to 'V' sit position (hold for three seconds).
- Return to sitting and bend one leg at knee and place foot across opposite leg to turn onto front and perform balance on one knee, with one arm to side and opposite arm on floor to support balance.
- Return to kneeling, place hands by sides and jump to stand.
- Step forward on one leg and perform 'T' balance. Return to stand.
- Step forward on one foot and perform small jump to land with two feet together.

Hold and control . . .

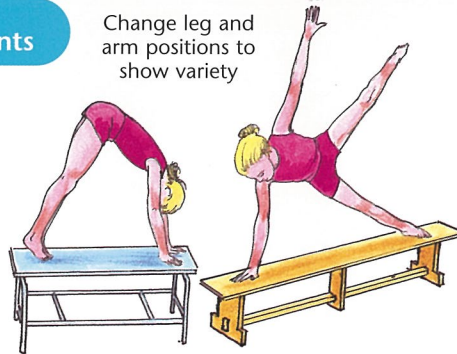
Balance on hands, feet and head



Two, three and four points

Support on two hands and one foot

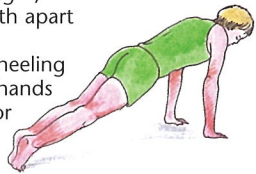
Change leg and arm positions to show variety



Front support

Arms straight, shoulder width apart

Start from kneeling with both hands on floor



Back support

Legs squeezed tight, feet together



Weight on hands



Lock elbows against knees

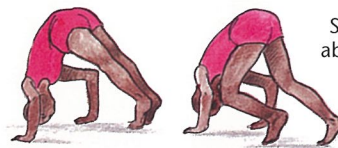


Support on hands

Stages towards headstand

▲ Walk up do not kick

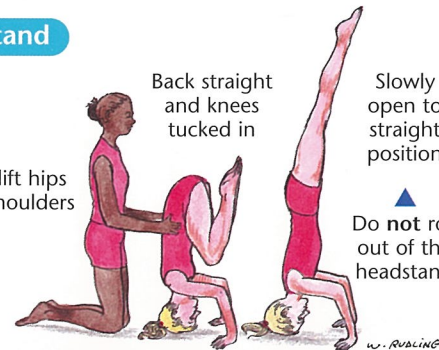
Slowly lift hips above shoulders



Back straight and knees tucked in

Slowly open to straight position

▲ Do not roll out of the headstand



Front and back support tag



Front and back support tag

- Three or four children are selected to tag other members of the class.
- When they get caught they must take up a position in front or back support.
- They are released when another 'free' player touches them.
- First play as a walking game and then introduce other ways of travelling.

Think INC.

Allow children to make shapes in different positions, challenging them to get as close as possible to the activities shown on the card.

Vocabulary

Front support, back support, push up, tension, squeeze, perpendicular, triangular, stable, bridge, headstand, half lever

Safety: Ensure the children: ▲ do not kick up into headstand or roll forward out of it ▲ avoid overarching in lower back when performing bridge (do not expect everyone to achieve this position) ▲ do not put weight on forehead in headstand, place top of head on floor and only hold the position briefly • have sufficient space for their work and are aware of others when completing tasks • show competence on floor before trying skills on apparatus.

Acquiring and developing skills

Encourage the children to:

- in **front and back support**, to maintain a diagonal line from head to toe
- start front support from position with weight on knees and arms
- start back support by walking feet out from crab position
- in **bridge** (see Safety), have the shoulders directly over hands with an even curve in the spine
- in **headstand** (see Safety), make triangular shape between head and hands (head at apex)
- in **tucked support**, start by raising weight for support of hands above floor, e.g. by sitting on a bench.

Adaptations and variations

Easier . . .

- S** Keep feet on floor in tucked headstand.
- T** From any hands and feet support position, show different shape with legs.
- E** To make front support place hands on box top or bench.
- P** Partner assists headstand by supporting hips.

Harder . . .

- S** Vary position of legs in straight headstand.
- T** Hold half lever for three seconds.
- E** In front/back support, show position with feet on box top or bench and hands on floor.
- P** Investigate ideas for making paired balances.

Also consult the Including young disabled people card.

Selecting and applying skills and compositional ideas

Encourage the children to:

- find other ways into and out of front and back support
- demonstrate a variety of other balances using different combinations of body parts, with and without the use of apparatus
- link balances together, e.g. from front support to back support moving through side support
- introduce a balance at different points into a short sequence that uses other skills.

Evaluating and improving performance

Encourage the children to:

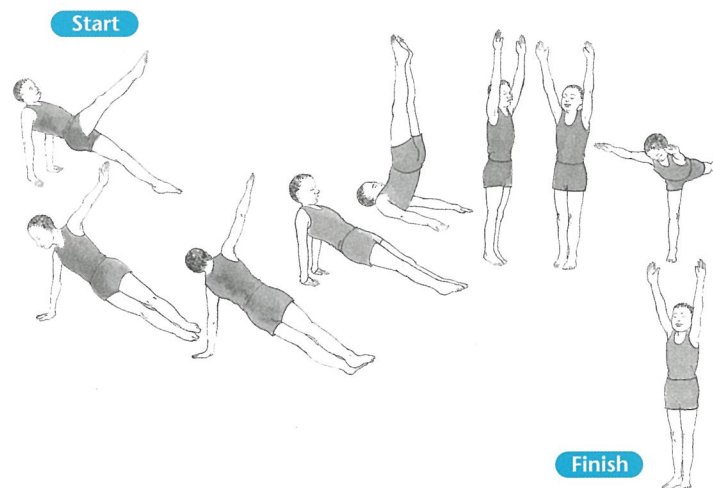
- explain why front and back support balances are more stable than balances on one body part
- provide some suggestions and be able to demonstrate how to make some balances more stable
- identify which aspects of a balance are being performed well and which require further practice in order to improve, e.g. 'Base of support for headstand needs to be wider.'
- understand that poor flexibility and strength limits range and control in balance.

Knowledge and understanding of fitness and health

Encourage the children to:

- monitor their temperature at appropriate times while they are practising their balances (KS 1)
- explain why their temperature increases when performing balances (KS 2)
- demonstrate and explain how to move and position the spine safely when performing balances, e.g. avoid overarching when performing bridge, avoid putting weight on forehead in headstand (KS 2).

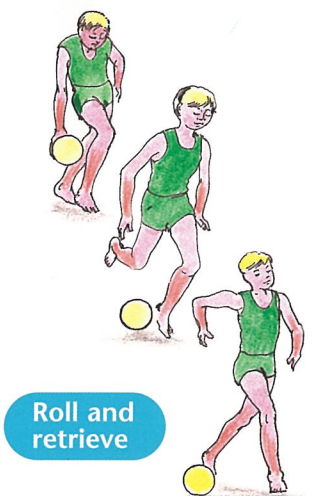
These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.



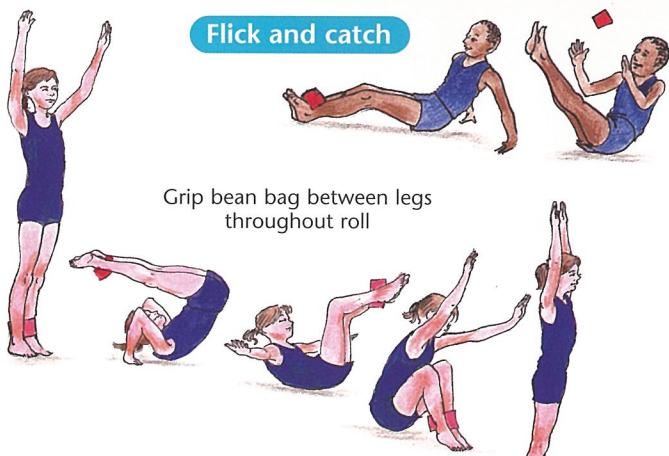
Sequence suggestion

- Start in back support with one leg raised (balance on three body parts).
- Lower to floor and turn to side support and continue to turn to side support on other arm (balance on two body parts).
- Return to sitting, bend forward then rock up to shoulder stand (balance on one large body part).
- Roll down and tuck in legs to stand followed immediately by a quarter turn jump.
- Step forward onto one leg and perform arabesque (balance on one small body part).
- Return to standing in stretched position.

Hand apparatus 1 – bean bags and balls



Roll and retrieve

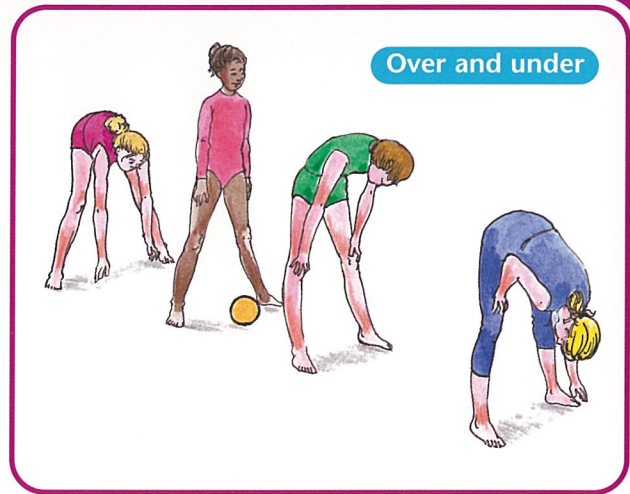


Flick and catch

Grip bean bag between legs throughout roll



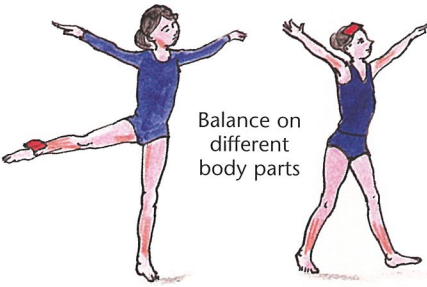
Finger ball walking



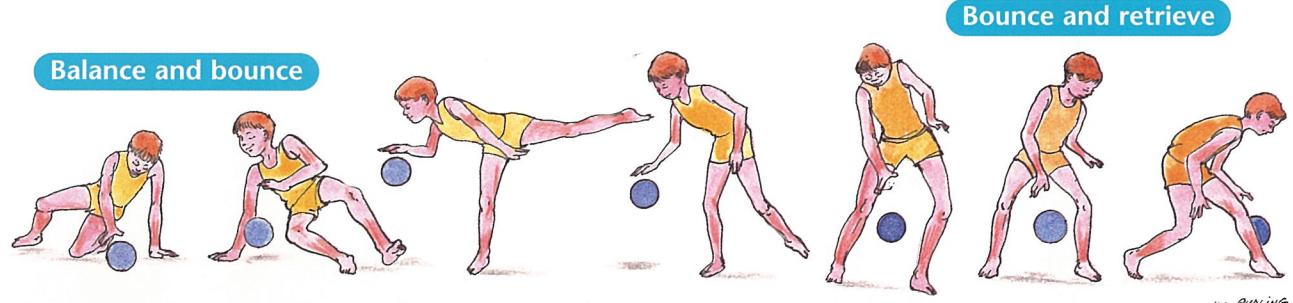
Over and under



Balance and bounce



Balance on different body parts



Bounce and retrieve

- Over and under**
- In teams of four or five, players stand one metre apart, one behind the other, with legs astride.
 - Child at back rolls ball through legs of other team members.
 - Child at front collects and runs to back of line while everyone else moves forward one place.
 - When all have had their turn and player that started has returned to rear, he/she collects ball, runs with it to the front and passes overhead.
 - Game ends when second rotation is complete.
 - As skill improves, introduce throwing behind head instead of passing.

Think INC.
Different types of ball could be used for some of the activities, e.g. large, small, light, balloon balls, koosh balls and bell balls, and bean bags and scarves.

Vocabulary

Rhythm, variation, co-ordination, suppleness, release, catch, pivot, outward, inward, manipulate

Safety: Ensure the children:

- are aware of others
- avoid windows and doors when throwing
- throw/roll into space and are aware of others when following a movement pathway
- have been warmed-up.

Acquiring and developing skills

Encourage the children to:

Balls

- move the ball **around the floor** and their body using their fingers for control and be able to work with either hand
- **roll** the ball with a smooth action
- **bounce** the ball and push it towards the floor rather than 'pat' it
- attempt **throws** and catches keeping the arm straight and release the ball when arm is at high oblique. Avoid grasping the ball, allow it to rest on cupped hand
- make still **balances** while continuing to keep the ball bouncing.

Beanies

- start development of throwing, catching and aiming skills that will develop hand-eye co-ordination by use of bean bags
- add variations including height of throw, distance from the receiver, origin of throw, position of catch, etc
- start working alone and introduce a partner/group when appropriate
- use as an aid to understanding body awareness.

Adaptations and variations

Easier . . .

- S** Throw and catch against a wall.
- T** Allow ball to bounce before catching.
- E** Use scarves or balloons for throwing and catching to increase reaction time.
- P** Partner helps you to stand from rocking position by gently pulling on hands.

Also consult the Including young disabled people card.

Harder . . .

- S** Throw and catch against a small target on wall.
- T** Throw and catch ball behind body or perform a 360 degree turn.
- E** Draw line/narrow path and ensure ball travels without deviation.
- P** Face away from partner and deliver ball above and overhead, then look for it under straddle legs as partner rolls back.

Selecting and applying skills and compositional ideas

Encourage the children to:

- become more accurate in their throwing and catching over longer distances
- combine other agilities while rolling ball over floor
- repeat a simple sequence of movements to continually improve performance.

Evaluating and improving performance

Encourage the children to:

- demonstrate how to roll/bounce the ball and describe what they are doing
- pick out a particular strength in another's performance and copy action to improve quality of own work, e.g. ball is cushioned on fingers and palm when bouncing
- explain why it is easier to complete a throwing activity using a bean bag rather than a ball
- understand why a bean bag held between the legs can help in performing the correct rocking action to stand on feet.

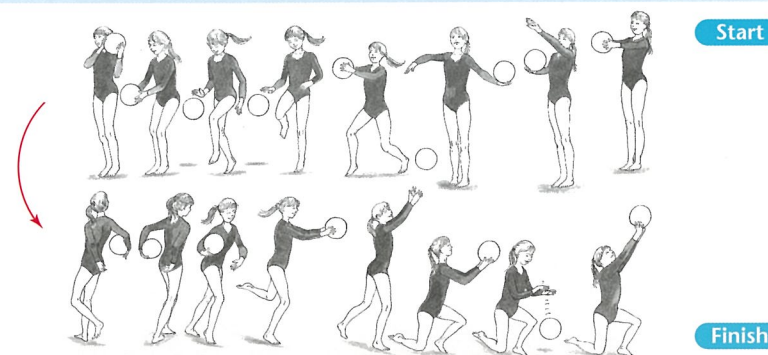
Knowledge and understanding of fitness and health

Encourage the children to:

- describe where and when they can take part in bean bag and ball activities apart from in PE lessons (KS 1)
 - explain why some people enjoy the challenges of these bean bag and ball activities (KS 2)
 - select and perform bean bag and ball activities which are suitable as part of a warm-up (KS 2).
- These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.

Sequence suggestion

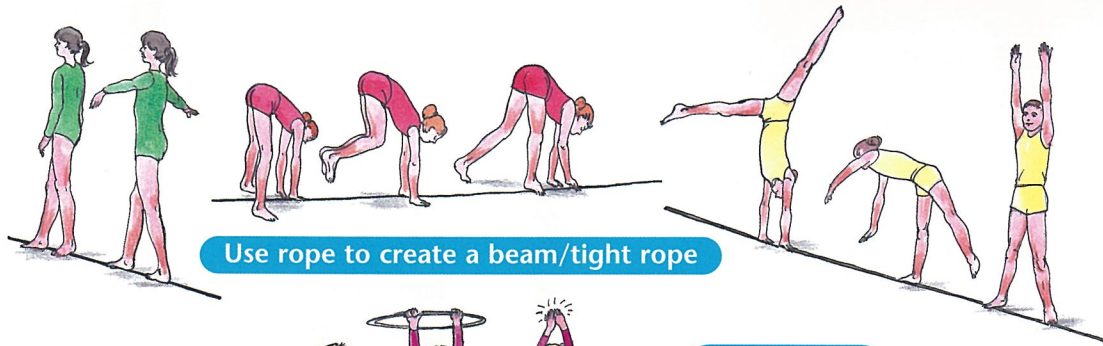
- Stand feet together, ball held in both hands, arms shoulder height in front of body.
- Swing right arm backward/forward. Change ball to left hand, swing backward/forward.
- Return ball to right hand and bounce ball four times while step hopping right, left, right, and then bring feet together.
- Perform 360 degree turn while passing ball around body.
- Turn 90 degrees to the left, throw and catch ball with two hands.
- Step forward carrying ball between hands. Bounce ball, kneel on one knee and catch, finish with ball held in both hands and stretched above head.



Start

Finish

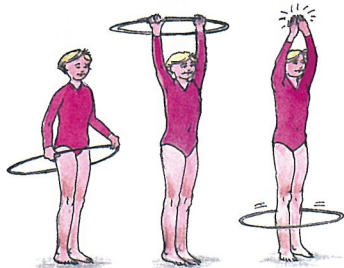
Hand apparatus 2 – hoop, rope and ribbon



Use rope to create a beam/tight rope

Hoops

Lift above head to full stretch, clap hands, let it fall



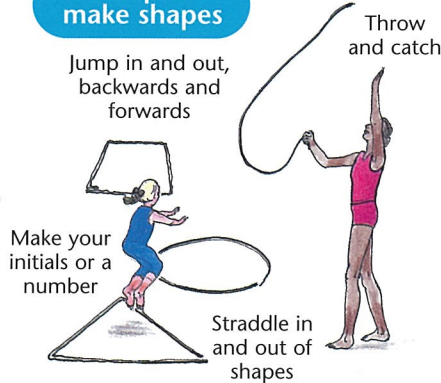
Spin on different body parts



Quick steps in and out

Use rope to make shapes

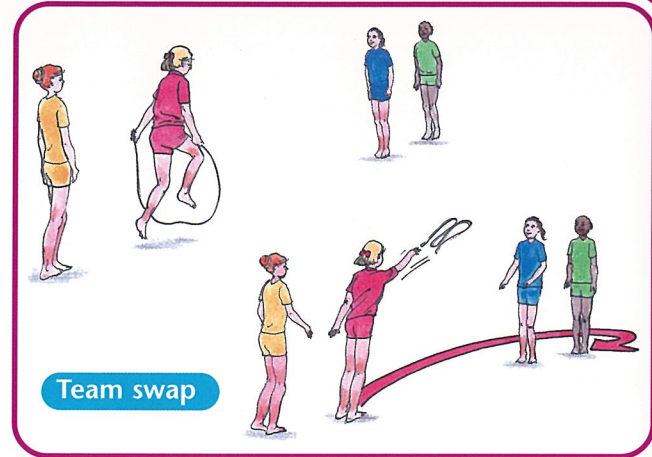
Jump in and out, backwards and forwards



Make your initials or a number

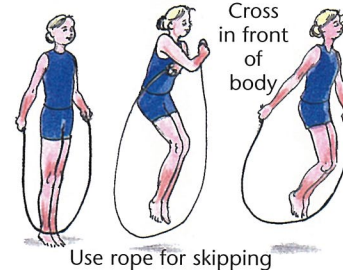
Straddle in and out of shapes

Throw and catch



Team swap

Ropes

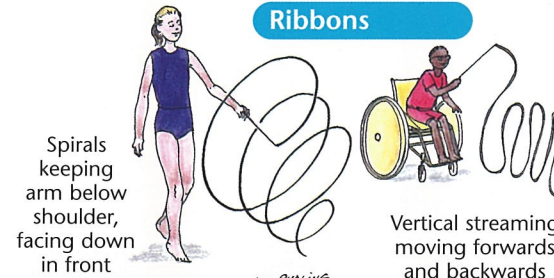


Use rope for skipping

Link arms and skip to continuous turns of rope



Ribbons



Spirals keeping arm below shoulder, facing down in front

Vertical streaming moving forwards and backwards

Team swap

- Teams of four, in pairs, facing each other, six metres apart.
- First person (1) completes ten skips on the spot.
- Quadruple fold of rope and then throws it to partner standing opposite (2).
- Follow rope and stand at back of pair opposite.
- Second person then repeats the actions, starting with the skips.
- Continue until the team finishes back in their original starting positions.

Think INC.

Use ribbon sticks that are easier to hold or shorter ribbons and change the colour, texture and size of the equipment.

Vocabulary

Throw, return, recoil, ribbon, swing, stream, circular, overhead, combine, wrap, spiral, plane, clockwise, anti-clockwise, propel, ascend, descend

Safety: Ensure the children:

- leave no apparatus on the floor
- ensure hand apparatus is in good repair
- are aware of others when throwing equipment and ensure pathway is clear
- avoid windows and doors when throwing equipment.

Acquiring and developing skills

Encourage the children to:

Rope

- use a controlled grip that is not too tight, to allow for variations in skipping, folding the rope and throwing and catching
- initiate turns from the wrist when skipping and avoid the rope striking the floor. Show stretched feet and an upright body
- start with the rope held straight behind the body before commencing swing and catch.

Hoop

- be able to rotate the hoop on the fingers in a position between the thumb and first finger and be able to use both hands
- perform a variety of different tasks involving skipping, jumping, spinning and rotating that build confidence in co-ordinating movements of the body in time with swings/rotations of the apparatus.

Ribbon

- understand that they can use large swinging movements of the arm.

Adaptations and variations

Easier . . .

- S** Work only along straight line, e.g. rope placed on floor.
- T** Roll hoop to a partner.
- E** Shorten length of ribbon/tie knot in ends of rope to assist manipulation.
- P** Skip while rope is turned by another child.

Harder . . .

- S** Increase height of throw or number of actions before apparatus is collected.
- T** Throw rope, perform 360 degree turn and catch with crossed arms.
- E** Perform short routine to music.
- P** Compose routine for four people using two pieces of equipment.

Also consult the Including young disabled people card.

Selecting and applying skills and compositional ideas

Encourage the children to:

- link a basic movement action, e.g. a half turning leap, to a movement where the apparatus remains held or in a static position on the floor
- perform one (or more) gymnastic action while the apparatus travels in the air or along the ground
- choose and link movements on the floor to movements and shapes using the apparatus and remember and repeat these.

Evaluating and improving performance

Encourage the children to:

- describe similarities and differences in actions that can be performed with each piece of apparatus, e.g. how the 'behaviour' of the rope is different to that of the ribbon and hoop
- understand how each individual piece of apparatus can determine the content and composition of a gymnastics sequence
- compare different actions and be able to say why some are more difficult than others, e.g. why it is more difficult to run over a swishing ribbon than perform rope circles overhead like a helicopter propeller?

Knowledge and understanding of fitness and health

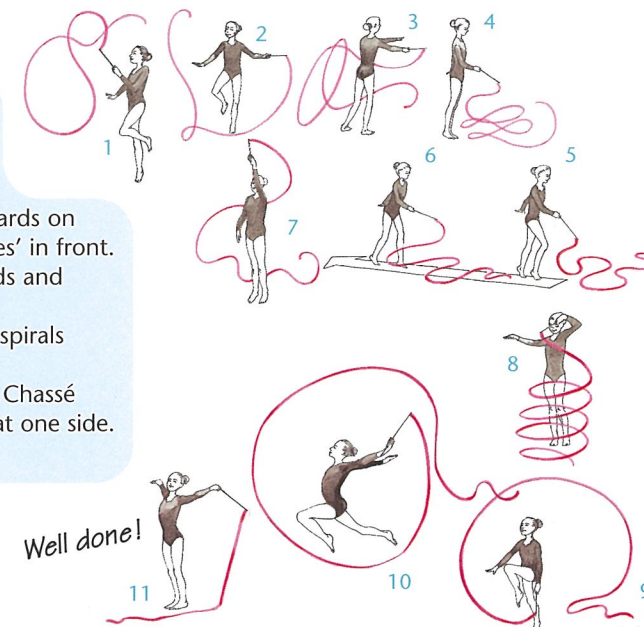
Encourage the children to:

- describe where and when they can take part in rope and hoop activities (KS 1)
- explain why some people enjoy the challenges of these rope and hoop activities (KS 2)
- select and perform rope, ribbon and hoop activities which are suitable as part of a warm-up (KS 2).

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.

Sequence suggestion

- Step backwards making a figure eight with the ribbon in front.
- Quarter turn, walk backwards on toes making ribbon 'snakes' in front.
- Quarter turn, face forwards and bring ribbon to the front.
- Stand on toes and create spirals with ribbon.
- Take ribbon behind body. Chassé stag leap, circling ribbon at one side.
- Repeat the sequence.



Rock and roll . . .

Side rolls and lead ups to forward and backward roll

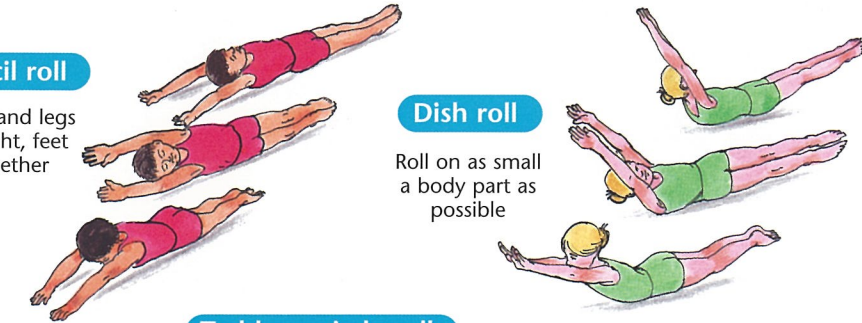
Egg roll

Keep tight, tuck chin to chest



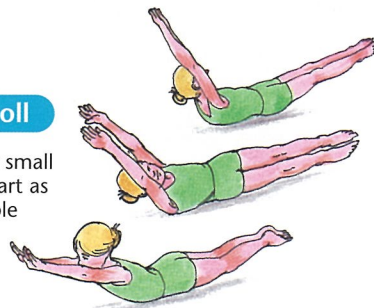
Pencil roll

Arms and legs straight, feet together



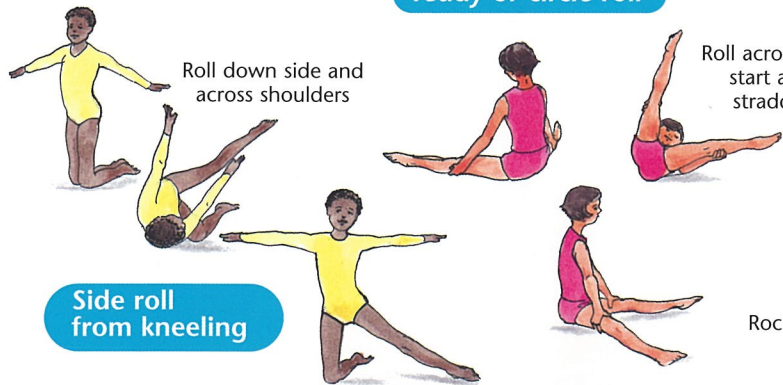
Dish roll

Roll on as small a body part as possible



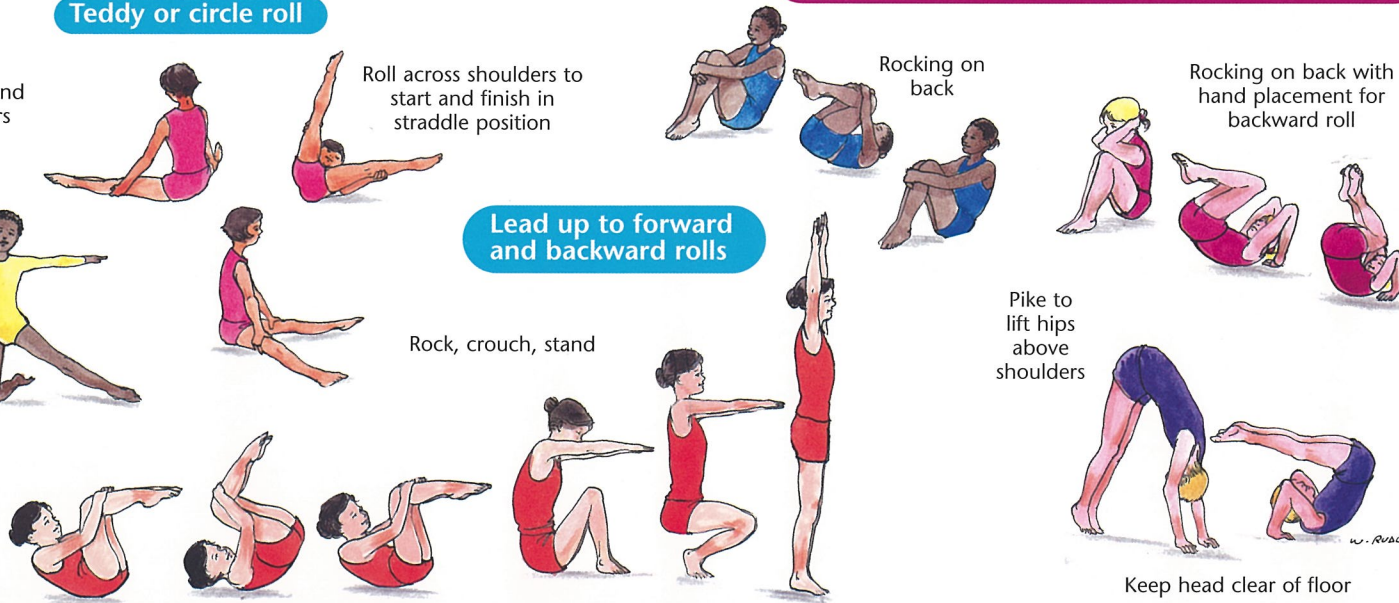
Teddy or circle roll

Roll down side and across shoulders



Roll across shoulders to start and finish in straddle position

Lead up to forward and backward rolls



Side roll from kneeling

Rock, crouch, stand

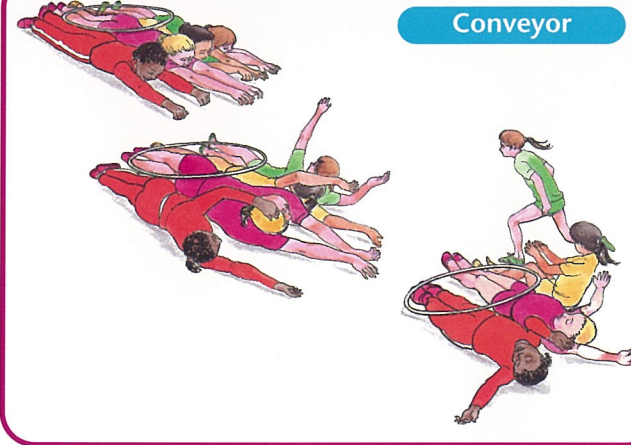
Rocking on back

Rocking on back with hand placement for backward roll

Pike to lift hips above shoulders

Keep head clear of floor

Conveyor



Conveyor

- Teams of four or five.
- Four team members lie face down side by side and shoulder to shoulder.
- Fifth member places hoop flat on 'conveyor' and then takes up position on end of the line.
- On the word 'Go' everyone rolls in unison in the same direction. This action moves the hoop down the line.
- As each member of the team becomes clear of the hoop they stand up and join the end of the line, thus continuing the length of the conveyor.
- Hoop to be delivered over a pre-agreed distance.

Think INC.

Some children may benefit by being cradled or held to maintain a rolling shape. Correct handling techniques must be used to ensure the safety of the teacher and child is maintained.

Vocabulary

Orientation, rock, seated, spine, compare, contrast, roll, turn, rotate, backward, forward

Safety: Ensure the children: ▲ **avoid taking any weight on the head when rolling forward from the piked or straddle position** • always roll into a space • perform skills on their own before joining them together • warm-up before performing and know how to lift and carry apparatus safely • perform competently forward and backward roll lead-ups before attempting full roll or rolls on apparatus.

Acquiring and developing skills

Encourage the children to:

- explore different rolls on the floor and say why some rolling actions are smoother than others. Keep a rounded shape, no corners or parts of the body sticking out
- perform **pencil rolls and dish rolls** that are stretched, with the arms above the head, and that rotate smoothly. Understand the difference between the two shapes and compare them to an **egg roll** where the knees are tucked up towards the chest
- start **teddy rolls/circle rolls** by sitting in straddle and placing the hands under the legs below the knee
- comfortably **rock on back** before progressing to full forward and backward rolls. Include **hand placement for backward roll** at the same time
- when **rolling over to crouch**, to be able to lift the hips well above the shoulders. When 'tipping' forward, the head should be tucked underneath and weight taken on the shoulders.

Adaptations and variations

Easier . . .

- S** Turn from lying on back to lying on front using a single mat.
- T** Roll forward from kneeling position on a padded bench.
- E** Use a mat/wedge to create a gentle slope.
- P** Partner to assist by holding hands when standing from crouch position.

Also consult the Including young disabled people card.

Harder . . .

- S** Two different side rolls with a change of pathway in between.
- T** When in shoulder stand, sweep arms behind head before returning to crouch.
- E** Egg roll along a padded bench.
- P** Work back to back with partner to perform teddy/circle rolls, swapping positions in a short sequence.

Selecting and applying skills and compositional ideas

Encourage the children to:

- link two or more sideways rolls together
- be able to start from standing, sit back into crouch, roll to shoulder stand (with and without arm support), return to crouch and then stand
- experiment with different starting and finishing positions in sideways rolls. Make the end of one movement become the starting point for another. Work to both the right and the left.

Evaluating and improving performance

Encourage the children to:

- describe how pencil rolls, dish rolls and egg rolls are the same and how they differ
- identify what to do to make the rocking action smooth and that standing up from crouch or straddle requires body weight to move in front of the feet
- appreciate why it is more difficult to achieve some skills than others, e.g. why a backward roll is more difficult than rolling forward.

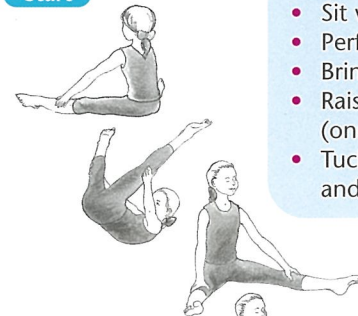
Knowledge and understanding of fitness and health

Encourage the children to:

- explain why physical activities like 'conveyor' make people feel good, e.g. it might make them laugh, feel successful, they might enjoy working co-operatively with others (KS 2)
- recognise what happens to their heart when they are performing rocking and rolling activities (KS 1)
- explain why rocking and rolling activities increase their heart rate (KS 2).

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.

Start

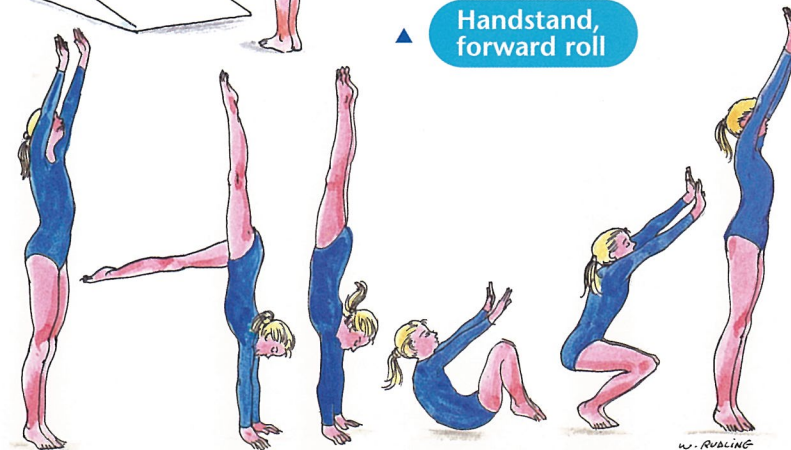
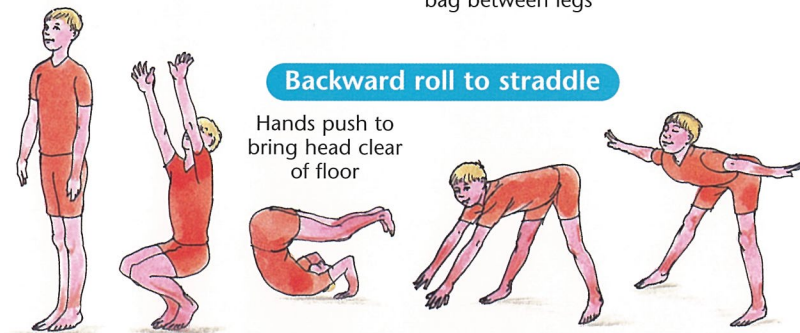
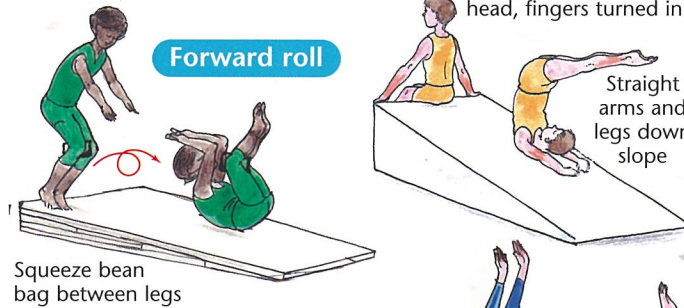
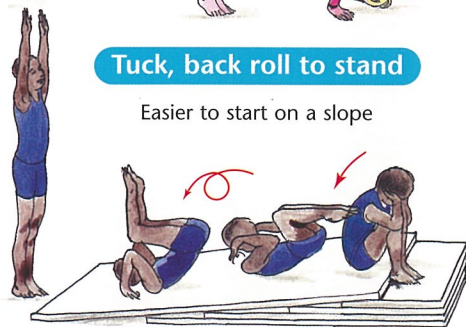
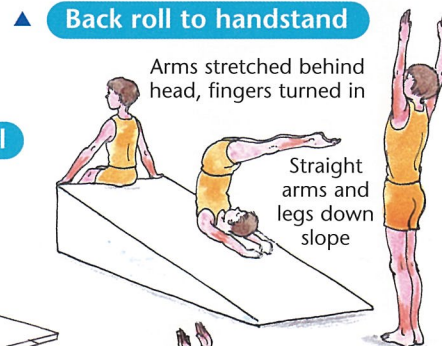
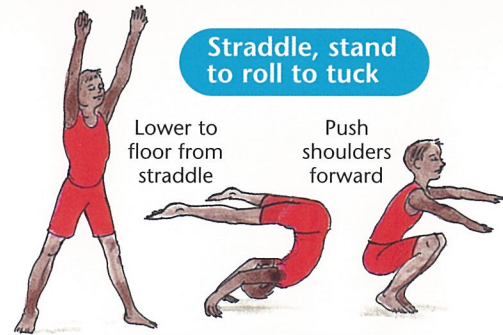
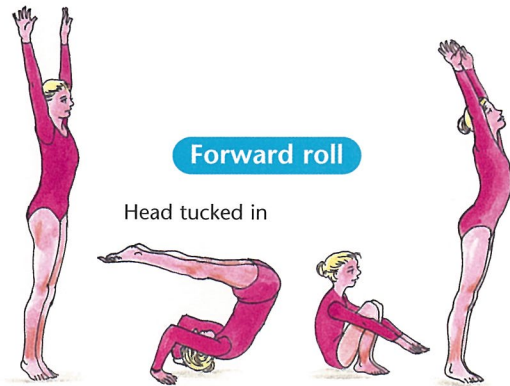


Sequence suggestion

- Sit with straight back in straddle position on floor.
- Perform teddy roll to face opposite direction.
- Bring legs together and twist round to stretch out on tummy.
- Raise legs and shoulders and perform a dish/arch roll (one and a half rotations).
- Tuck knees into crouch and rock backwards onto shoulders and then forward through crouch to stand.



Finish



Matched rolls

- Work in pairs.
- Each pair selects two cards, one from each of two sets.
- Each card in set one has a suggestion for starting a roll.
- Each card in set two has a suggestion for finishing a roll.
- The pairs then compose and perform a movement action that fulfils the expectation of their cards.
- The action can be performed separately or simultaneously.
- Class members are then invited to watch each other and identify other pairs that selected both cards that had the same instruction as their own. (See the TOP Gymnastics Handbook.)

Think INC.

Use a hoop or rope around a child to help maintain shape while rolling.

Vocabulary

Entry, exit, combine, crouch, incline, slope, maintain, press, raise, lower, matted, smooth

Safety: Ensure the children: ▲ do not perform handstand rolls until the handstand itself can be held with good control ▲ do not roll on the top of the head • flex the neck to place shoulders on the mat

- always roll into a clear space, use mats and have sufficient space around them (or on them) to link movements together
- show competence on floor before trying skills on apparatus.

Acquiring and developing skills

Encourage the children to:

- start new rolls on inclined mats
- perform complete **tucked forward roll**
- know the sequence of movements leading to completing the full skill
- in all **backward rolls** place hands flat on floor, palms down, fingers pointing towards shoulders. Stay in tuck, lift the hips and push hard with the hands against the mat
- link a number of variations in beginning positions, the roll itself and finishing positions for **forward and backward rolls**:
 - **starting positions** include: tuck sit, tuck stand, straddle support, pike support, lunges, kneeling (various), standing on one leg (various), handstand
 - **rolls include**: tuck, straddle and pike
 - **finishing positions** include: seated in tuck, pike and straddle, standing in tuck, pike and straddle, knees (various), standing (various), balances and jumps.

Adaptations and variations

Easier . . .

- S** Crouch with back against wall as starting position for a forward roll.
- T** Use arms by sides of body to support weight on floor in rock to shoulder stand.
- E** Perform tucked rock to stand with bean bag held between legs.
- P** Partner assists standing from a straddle sit by holding hands to help to move body weight in front of feet.

Harder . . .

- S** Create a sequence where pathway changes twice from finishing position of each roll.
- T** Forward roll with legs straight throughout.
- E** Roll along bench, low beam.
- P** Backward roll to handstand, partner supporting the held position.

Also consult the Including young disabled people card.

Selecting and applying skills and compositional ideas

Encourage the children to:

- make decisions about which rolls are the most suitable to use when linking them into sequences that contain skills from other movement groups
- create sequences of rolls that add variety and flow to work and introduce concepts relating to speed, direction, pathways, levels and working with a partner or in small groups.

Evaluating and improving performance

Encourage the children to:

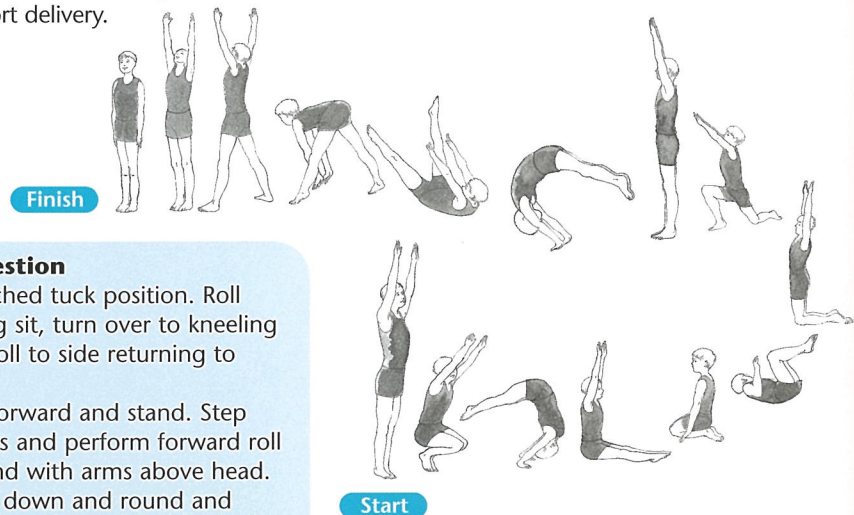
- recognize and talk about different responses to the same task, e.g. rolls that start from standing but finish on knees
- improve their rolling actions through watching others, taking advice from the teacher and trying ideas for themselves
- comment on the quality of a roll, e.g. whether it is performed smoothly and with control. When appropriate, identify a weakness and say how to improve it.

Knowledge and understanding of fitness and health

Encourage the children to:

- demonstrate that they can remember and adhere to basic safety rules, e.g. do not roll on the top of your head (KS 1)
- describe the shape of the spine in simple gymnastic moves such as a forward and backward roll or handstand, e.g. curled or straight (KS 1)
- demonstrate and explain how to move and position the spine safely and correctly when performing forward and backward rolls – see safety section (KS 2).

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.

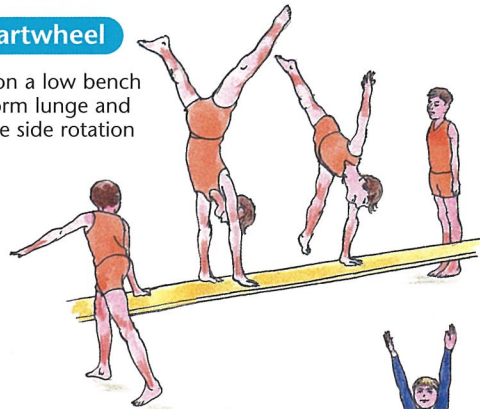


Sequence suggestion

- Start in a crouched tuck position. Roll forward to long sit, turn over to kneeling position, egg roll to side returning to kneel position.
- Place one leg forward and stand. Step forward on toes and perform forward roll to straddle stand with arms above head.
- Circle one arm down and round and bring legs together, making a quarter turn of the body. Lower arms to the sides.

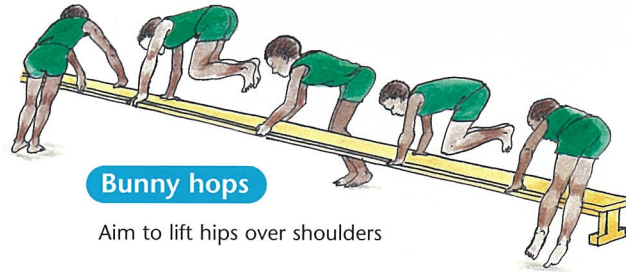
Cartwheel

Start on a low bench
Perform lunge and
simple side rotation



Bunny hops

Aim to lift hips over shoulders



Metronome



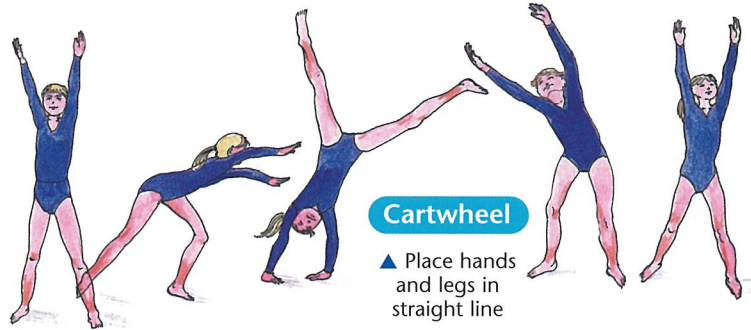
Metronome

- Working as a trio, start standing close together in a line.
- Two supporters rock the person in the middle back and forward.
- Restrict distance the person moves to a short distance. Maximum distance of movement to be between numbers 11 and one on the clock face.
- Person in the middle maintains a tense body with arms held by their sides.
- Do not move beyond the range indicated.

Straight
back

Cartwheel

▲ Place hands
and legs in
straight line

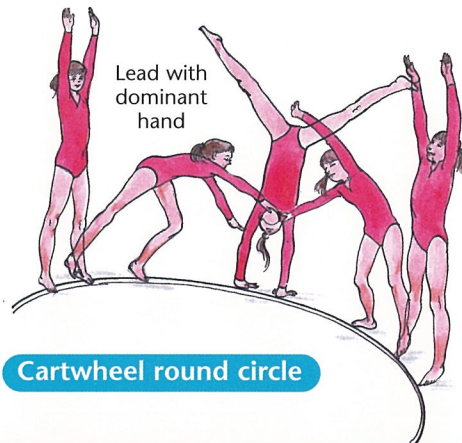


Good posture is
important



Good body tension
Arms shoulder width
apart and straight

Lead with
dominant
hand



Cartwheel round circle

Stretch
into this
position

Handstand



Think INC.

Children may need help understanding how to support body-weight on their hands. The use of straight arms should be taught, practised and emphasized.

Vocabulary

Quarter turn, half turn, sideways, lateral, continuous, strength, flexible, suppleness, approaching, leaving

Safety: Ensure the children: ▲ know how to return from handstand without falling over onto back or collapsing N.B. Do not expect all children to be able to perform a full handstand ▲ check that hands are placed correctly for cartwheel • have sufficient space for their work and are aware of others when completing tasks • show competence on floor before trying skills on apparatus.

Acquiring and developing skills

Encourage the children to:

- perform confidently the basic support positions on hands
- return to the floor under control having passed through lunge position on way into and out of the stretch towards handstand
- when starting cartwheel, put their hands in the correct position and transfer weight from side to side, lifting the hips and using two feet and two hands
- move from two feet and two hands to mini-cartwheel with emphasis on placing hand... hand... to foot... foot... instead of placing both down simultaneously
- perform complete cartwheel on floor fitting the following description: long step forward, bring chest down towards knee and push up strongly from the lead leg while making a quarter turn. Keep arms and back straight and keep looking at your hands.

Adaptations and variations

Easier . . .

- S** Front support moved towards inverted position by body resting against table or box.
- T** Perform single leg lift towards handstand, starting with hands already on floor.
- E** Mini-cartwheel with hands on bench.
- P** Partner to assist by holding hips in handstand.

Also consult the Including young disabled people card.

Harder . . .

- S** Perform cartwheel along a straight line, keep whole body within a narrow channel.
- T** Hold handstand for 2/3 seconds or continue into a roll.
- E** Perform cartwheel along low bench/bench.
- P** Cartwheel into handstand roll synchronized with partner.

Selecting and applying skills and compositional ideas

Encourage the children to:

- use non-dominant leg/arm to lead movement into cartwheel/handstand
- move into both the handstand and cartwheel from a held lunge position or other appropriate start and experiment with different ways to finish, e.g. cartwheel quarter turn
- link handstand to cartwheel or vice-versa, or to another movement, and complete them with continuous flow and control.

Evaluating and improving performance

Encourage the children to:

- identify similarities and differences between a cartwheel and a handstand
- recognize basic shapes within the agility, e.g. a lever leading into and out of the handstand, a wide straddle of legs in cartwheel
- explain some strengths and weaknesses in performance of handstand/cartwheel or preliminary skills and say what to do to improve.

Knowledge and understanding of fitness and health

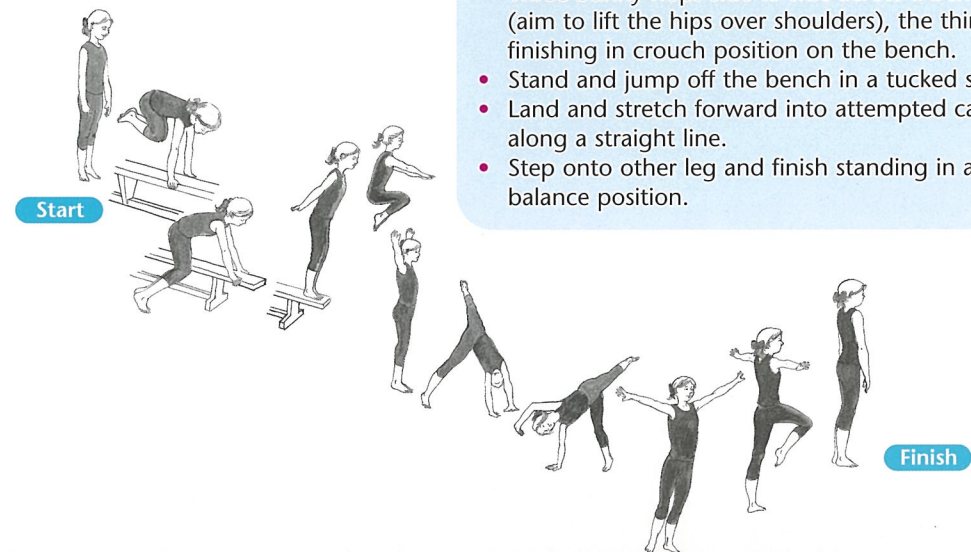
Encourage the children to:

- demonstrate and explain the difference between tensing and relaxing muscles (KS 1)
- identify the location of muscle which need to be tense when performing handstands and cartwheels, i.e. tummy, bottom, legs, arms (KS 2)
- explain that muscles support the skeleton as well as help us to move (KS 2).

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.

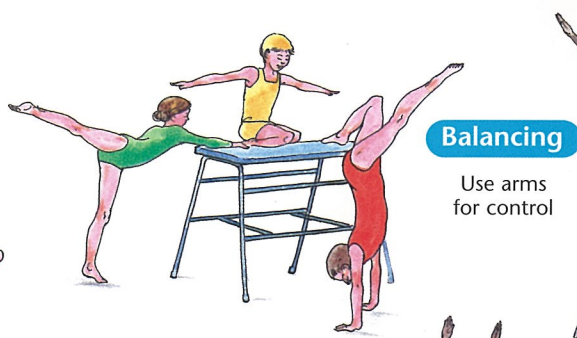
Sequence suggestion

- Three bunny hops side to side across a bench (aim to lift the hips over shoulders), the third one finishing in crouch position on the bench.
- Stand and jump off the bench in a tucked shape.
- Land and stretch forward into attempted cartwheel along a straight line.
- Step onto other leg and finish standing in a balance position.



Feet off the ground . . .

Using large apparatus



Balancing

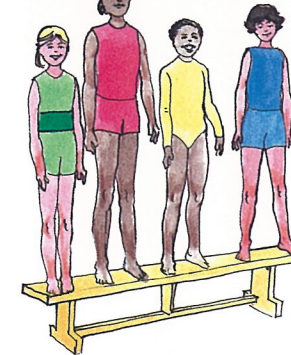
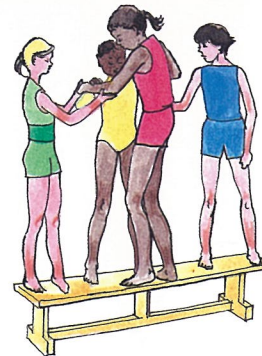
Use arms for control



Pull on arms

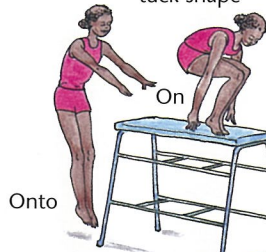


Switching places



Travelling

Land in controlled tuck shape

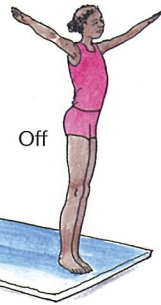


Onto

On

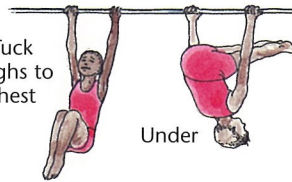


Keep head up, push into controlled jump



Off

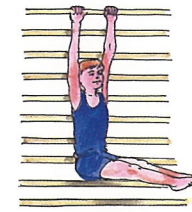
Tuck thighs to chest



Under



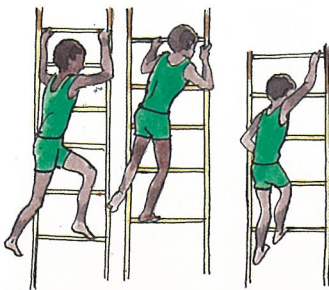
Through
Under grasp
pull on arms



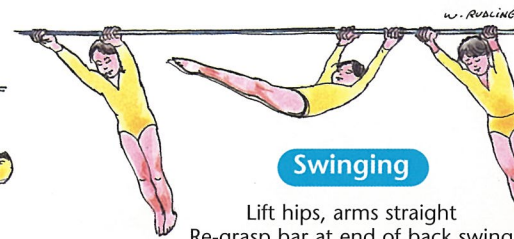
Held
Arms straight,
clear shape

Climbing

Keep a firm grip



Keep three point contact



Swinging

Lift hips, arms straight
Re-grasp bar at end of back swing

Switching places

- Stand at opposite end of an upright bench to your partner.
- Approach from opposite directions. Pass without stepping off onto the floor.
- Can you find different ways to pass each other?

Variations

- Make the game more difficult by using a floor beam or upturned bench.
- In teams of six, switch places on the bench so that everyone is in alphabetical order according to their first name.

Think INC.

Apparatus that is wider or lower may need to be used. Consider the use of trampolines, trampettes or inflatable equipment for rebound activities.

Vocabulary

Grip, over grasp, under grasp, twist, turn, slow, quick, pause, stop, accelerate, decelerate, poise, stamina, towards and away, timing

Safety: Ensure the children: ▲ never jump from a height that will cause a landing that is out of control. Always land on two feet when jumping from apparatus ▲ use mats to designate landing areas, for assisting resilience when landing from low apparatus, or for denoting areas to practise travelling upside down on low equipment ▲ allow sufficient individual space on the apparatus to work without contacting others ▲ do not climb over the top or jump from a fixed frame. Climb up *and down* ropes • show competence on floor before trying skills on apparatus.

Acquiring and developing skills

Encourage the children to:

- use the apparatus for a wide range of tasks that have, whenever possible, been confidently developed on the floor
- travel using a variety of pathways: over, under, through, along, around, away from
- handle the same equipment for a complete unit of work or until they are familiar with the management of the apparatus
- develop skills in balance that can be solely on apparatus or used for bridging between the floor and apparatus
- keep three points of contact to build up confidence in climbing on a frame and always return to the floor facing the equipment
- practise different types of grip at a low level before attempting to hang from high positions on apparatus.

Adaptations and variations

Easier . . .

- S** Work near to the floor on climbing frame.
- T** Travel along bench using side to side bunny hops.
- E** Perform a patch balance on the floor, bridging onto a box or table.
- P** Walk along bench passing a partner.

Harder . . .

- S** Use the higher bars in the climbing frame to show three different hang shapes with different grips.
- T** Perform a forward roll on single bar.
- E** Use narrow side of bench or higher beam to link two balances on one leg with relevé walk.
- P** Travel along bar swapping place with partner.

Also consult the Including young disabled people card.

Selecting and applying skills and compositional ideas

Encourage the children to:

- use apparatus to perform single actions and balances that they have previously developed on floor and perform them with control, tension and extension moving into and out of them with careful transfer of weight
- build short sequences that use both the floor and large apparatus, e.g. starting on the floor, show a way to mount, make a balance, travel along the equipment and finish with a shape in flight and a controlled landing
- vary the sequence by changing one or more variables, e.g. the order of skills, speed.

Evaluating and improving performance

Encourage the children to:

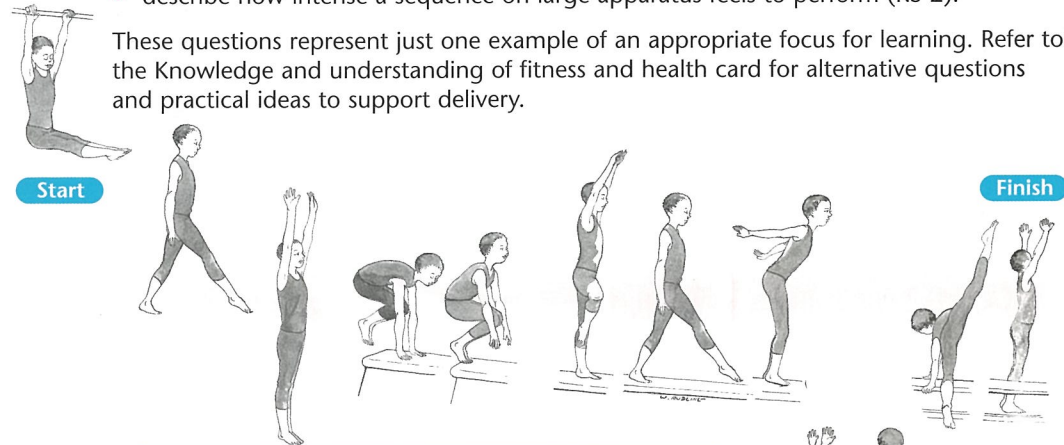
- identify when lack of strength and/or flexibility limit a performance, e.g. climbing a rope or making a bridge between bench and floor
- know how to adapt apparatus to make work harder or easier, e.g. by increasing height or reducing surface area for body contact in a balance
- use the correct vocabulary to name and describe what they see.

Knowledge and understanding of fitness and health

Encourage the children to:

- monitor their breathing at appropriate times when working on large apparatus (KS 1)
- explain why the depth and rate of their breathing increases when using large apparatus (KS 2)
- describe how intense a sequence on large apparatus feels to perform (KS 2).

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.



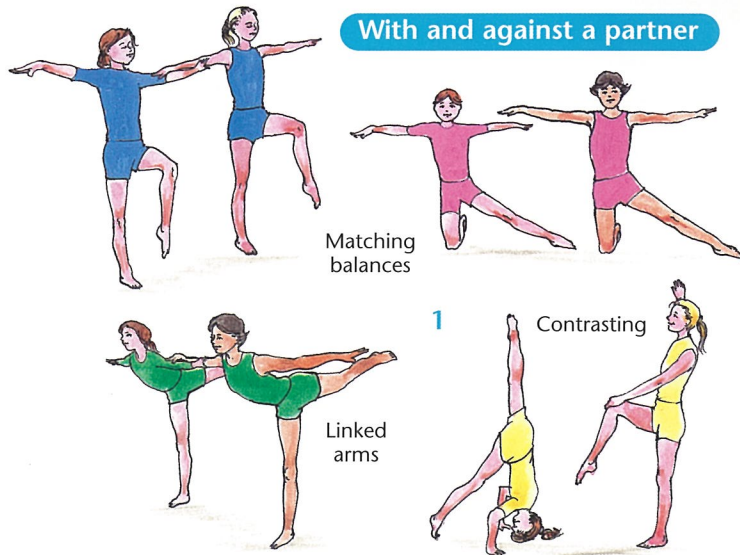
Sequence suggestion

Only to be attempted after individual skills, whenever possible, have been confidently developed on the floor.

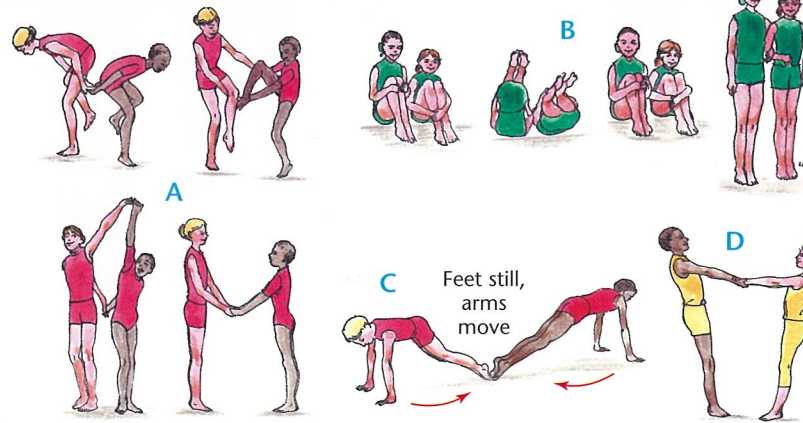
- From standing, grasp bar and show piked hang with legs together.
- Lower to floor.
- Travel to box top, crouch jump onto end of box.
- Stand and perform balance on one leg.
- Step to end of box and straight jump to land on floor mat.
- Change direction and use chassé steps followed by cartwheel across a low bench.



With and against a partner



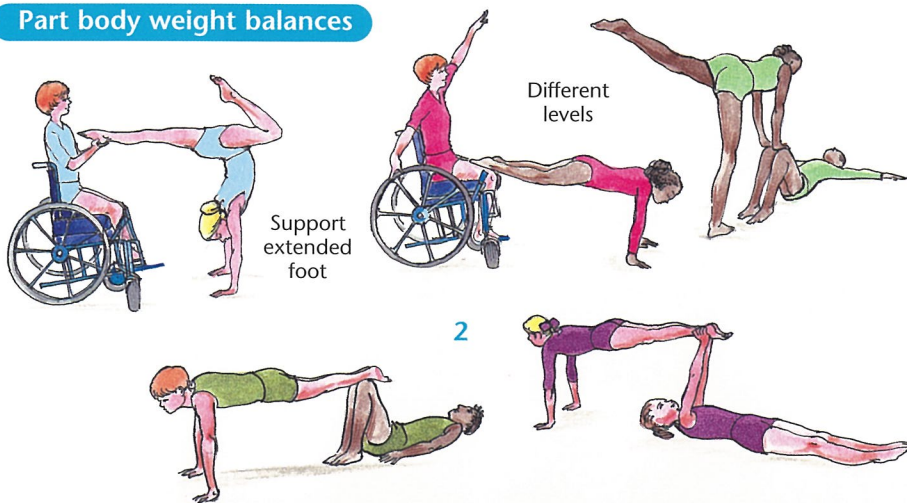
Around the grid



Supported handstands

Full body weight balances

Part body weight balances



Around the grid

- Working in teams of eight, first pair starts at point A and performs skill then moves to corners B, C and D in turn.
- As soon as they finish at A, second pair can start and then follow them round the grid. Then C and so on.

At A: Step in and out.

At B: From sitting, rock and stand back, elbows interlocked.

At C: Window wipers.

At D: Hold counter balance facing each other for three seconds.

Think INC.

Disabled and non-disabled children should participate equally with both taking a fair share of supporting. Remember, a wheelchair makes a wonderfully stable base to work from.

Vocabulary

Base, top, grasp, pair, trio, supported, contrasting, counter-balance, matching, tension, stable, unison, co-operate, complement, synchronise, trust, adapt

Safety: Ensure the children: • are in appropriate pairs (when progressing towards weight taking balances, one in each pair should be stronger and heavier than partner to take on the role of 'base') • are taught progressively, moving from assisting partner to do a balance, through simple counterbalances, to taking part of body weight • have had a good grounding in individual skills that require tension and extension • allow sufficient space around pairs to prevent them coming into contact with others. ▲ **N.B. Do not expect everyone to achieve balances where the base takes the whole body weight of partner. Do not attempt to teach balances where part or full weight of partner is supported without having attended an appropriate training course.**

Acquiring and developing skills

Encourage the children to progress through logical stages according to age and experience:

1. Observe partner working.
2. Engage in activities with no contact, e.g. follow your partner, mirror each other.
3. Assist partner to balance without taking body weight – partner supported balance.
4. Introduce concept of counter balance, e.g. standing face-to-face, feet touching, firmly grasp wrists of partner and lean slightly backwards.
5. Create balances taking part of body weight.
6. Progress onto balances that take whole body weight. Base must be strong and remain still throughout movement.

Adaptations and variations

Easier . . .

- S** Provide support for handstand of partner.
- T** Counterbalance holding hands and facing each other.
- E** Support feet on bench in front support to check 'tension' before partner holds weight.
- P** Log roll holding hands with a partner.

Also consult the Including young disabled people card.

Harder . . .

- S** Make up a trio balance along a straight line or within the space of a small rectangle (one mat).
- T** Make up a trio balance where the full weight of one person is taken by the other two.
- E** 'Top' performs held front angel position across bench. 'Base' uses bench to keep legs vertical.
- P** Perform front angel balance holding hands then with hands free.

Selecting and applying skills and compositional ideas

Encourage the children to:

- experiment with different relationships during selected actions, e.g. moving side by side, one in front of the other, meeting and parting
- investigate which skills are easy/more difficult to perform in unison and repeat actions leading to improved timing, e.g. why is standing on one leg side by side with your partner easier to perform than forward rolls starting in a back to back position?
- choreograph and refine sequences that link various partner balances with methods of travelling using the supporting concepts of speed, direction, level and synchronisation.

Evaluating and improving performance

Encourage the children to:

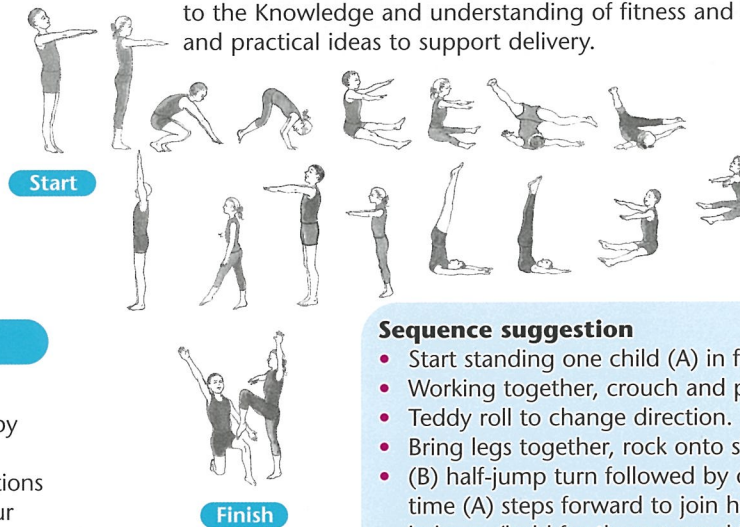
- comment on the similarities and differences in work of pairs that involve no contact, e.g. accuracy of work when copying partner in mirror work or when following a leader
- identify good technique and describe to others areas that need further improvement
- identify ways in which a simple balance can be made more difficult and explore ways of achieving it
- observe and give **feedback** that is appropriate for their age and experience.

Knowledge and understanding of fitness and health

Encourage the children to:

- explain why some people enjoy partner activities in gymnastics, e.g. they prefer working with a friend to working alone or as part of a team (KS 2)
- perform the Around the grid sequence with control as part of a warm-up (KS 2)
- explain why the Around the grid sequence is suitable as part of a warm-up (KS 2).

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.



Sequence suggestion

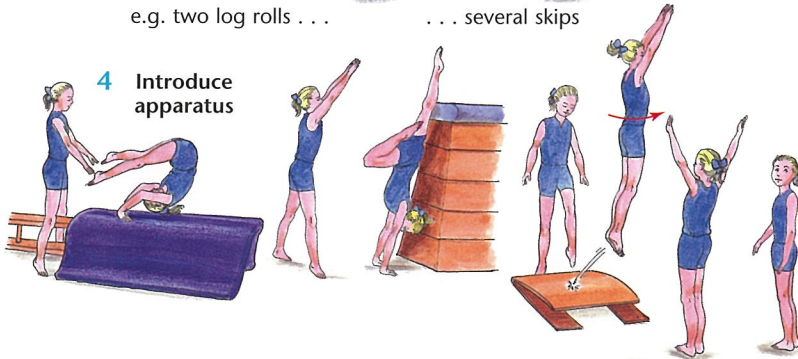
- Start standing one child (A) in front of the other (B).
- Working together, crouch and perform forward roll to sit in straddle.
- Teddy roll to change direction.
- Bring legs together, rock onto shoulders and stand.
- (B) half-jump turn followed by one step forward to face (A). At the same time (A) steps forward to join hands with (B) and perform a counter balance (hold for three seconds).
- (B) steps back and to side and kneels on one leg with arms by sides.
- (A) step hops towards (B) and places toes of one foot on raised knee of (B).
- Use appropriate arm and head positions to show the finished pose.

Repeat one movement



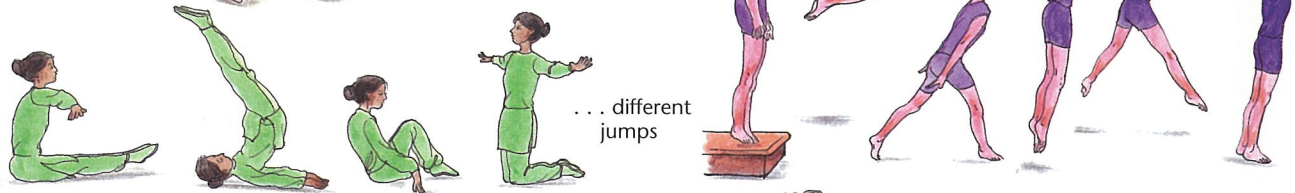
e.g. two log rolls several skips

4 Introduce apparatus



2 Link two or three movements from the same activity group

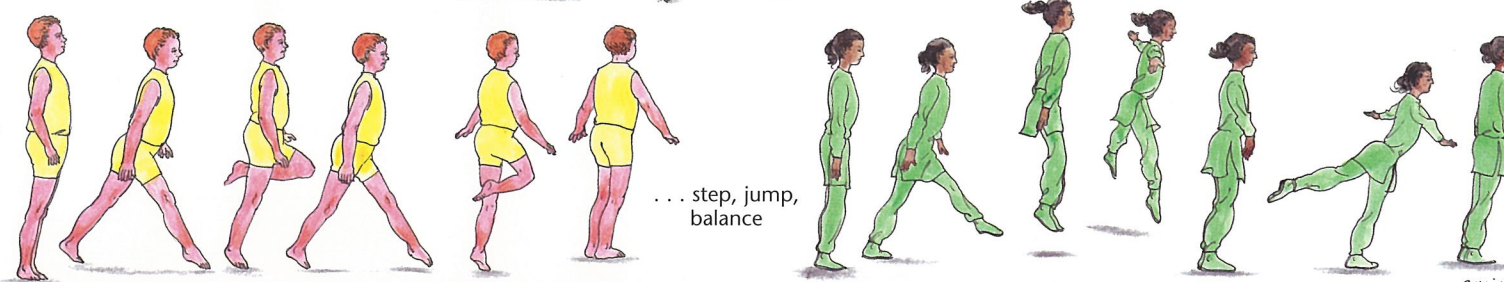
e.g. different balances . . .



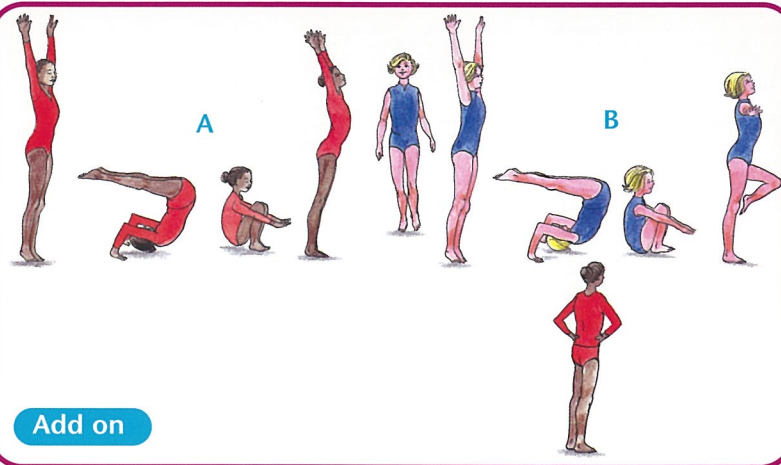
. . . different jumps

3 Link movement to travelling

e.g. step, skip, step, skip . . .



. . . step, jump, balance



Add on

Add on

- (A) performs a simple move.
- (B) copies and adds another movement to the end.
- (A) then performs the two moves performed by (B) and adds a third.
- (B) then copies (A) and adds a fourth movement.
- Continue until there are eight movements in the routine.
- Encourage composition of a sequence that includes agilities and linking movements.

As technique improves, refine sequences through practise and work towards

routines that: include a balance, a roll, a jump and landing, and a movement where weight is taken on hands; show different ways of travelling; change direction, speed and level.

Think INC.

With some children sequences may need to be developed by starting with the final movement and working back to the beginning (backwards chaining).

Vocabulary

Linking, routine, sequence, repeat, continuity, flow, pause, pathway, direction, level, speed, simple, complex, amplitude, originality, artistic, tasteful

Safety: Ensure the children:

- ▲ do not use a jump from the climbing frame to link a hanging/climbing movement with a shape on the floor
- have sufficient space for the work and are aware of others when completing tasks
- leave space around apparatus to complete travelling sequences to and from the floor
- perform activities confidently on the floor before working on apparatus.

Acquiring and developing skills

Encourage the children to:

- become proficient at a large number of basic skills and understand how sequences can be changed through the application of different spatial concepts
- be able to draw on movement patterns related to all five main areas of movement – jumping, balancing, rolling, taking weight on hands and hanging/climbing/swinging
- appreciate the importance of entry and exit of a skill, as well as the skill itself
- experiment with different starting and finishing positions for skills as these add interesting individual variations to routines
- make sequences flow from beginning to end
- start using spatial concepts of direction, pathways and levels early, but introduce only one concept at a time.

Adaptations and variations

Easier . . .

- S** Use a straight line as a pathway.
- T** Make a smooth change from running to skipping. Work on the balls of your feet.
- E** Join a bunny jump side to side along a bench with a straight jump off the end.
- P** Play 'follow my leader' with partner.

Also consult the Including young disabled people card.

Harder . . .

- S** Create a sequence that has four changes in pathway.
- T** Use music to create a sequence with four skills and three different spatial concepts.
- E** Use a combination of large apparatus to make a synchronized sequence with a partner.
- P** Make matching sequence with a partner using hand apparatus.

Selecting and applying skills and compositional ideas

Encourage the children to:

- make their own choices on how to start and finish routines in ways that add to the flow and overall composition
- consider how to use head, arms, hands, legs, etc in positions that are aesthetically pleasing and that compliment the overall choreography
- use apparatus only when they can perform a sequence confidently on the floor
- gradually increase complexity of the sequence and add additional spatial concepts and develop time element as confidence, knowledge and creativity increases.

Evaluating and improving performance

Encourage the children to:

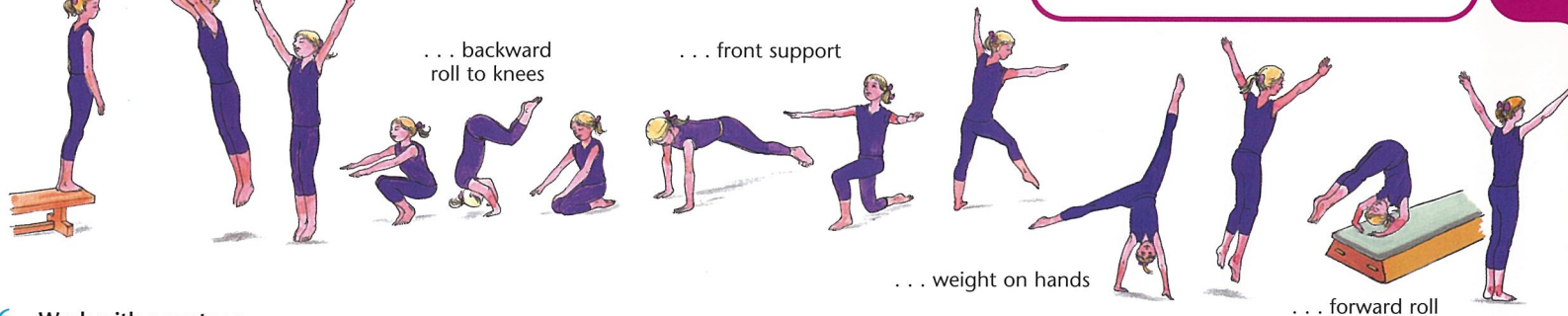
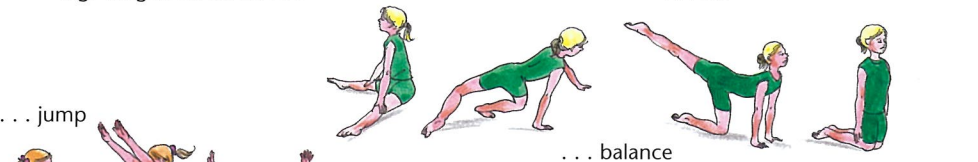
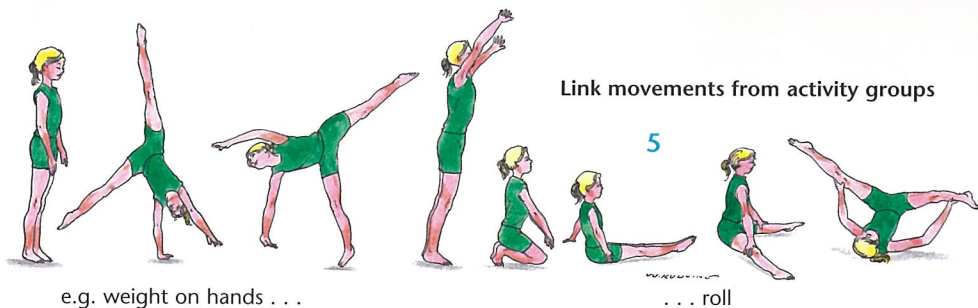
- recognize and describe the quality of skill performance within a sequence and give reasons why some routines are more difficult than others
- describe how different entries to/exits from skills and different combinations of moves add originality and enrich the quality of sequences
- judge their own work and the work of others according to set criteria, e.g. say which sequence changed direction more than once.

Knowledge and understanding of fitness and health

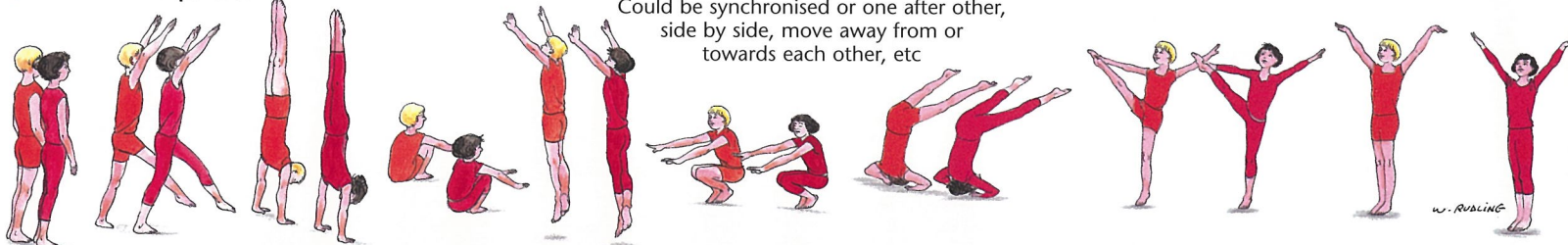
Encourage the children to:

- monitor how intense a gymnastic sequence feels to perform, i.e. easy, comfortable, energetic, very energetic, exhausting (KS 2)
- explain how taking part in gymnastics regularly can help them to reach the health recommendations of 30 to 60 minutes of at least moderate, i.e. energetic, activity daily (KS 2)
- know where and when they can take part in gymnastics apart from in PE lessons (KS 2).

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.



6 Work with a partner



Remember: introduce spatial concepts - direction, level, pathway, speed, musical accompaniment

Young judges



Young judges

- Make up a panel of five judges to mark a full routine. Each person has a set of four cards and can award a score between one and four (see TOP Gymnastics Handbook).
- Decide the maximum time allowed for the sequence and if it will be performed to music.
- Judges 1 and 2: Mark the **quality** of the four moves. Rating: (1) Working towards satisfactory standard; (2) Satisfactory; (3) Good; (4) Excellent.
- Judges 3 and 4: Mark the **flow and variety** of linking work. Rating: (1) No real links, sequence disjointed; (2) Satisfactory, at least two ways of linking work and some flow and variety shown; (3) Good, at least three ways of linking work and good start and finishing positions; (4) Excellent sequence, shows original ideas and 'flows' throughout.
- Judge 5: Awards **1 mark for each** of the following: Change in direction; speed; level; good use of space. Also responsible for recording total score.
- Maximum score: 20 points.
- Judges provide feedback explaining reasons for the score they give.

Think INC.

All children should be involved in discussions about quality. This will help to raise the awareness of the movement potential of others.

Vocabulary

Aesthetic, choreography, composition, observe, judgement, evaluate, refine, unison, counter balance, mirror, obstacle, accelerate, decelerate

Safety: Ensure the children:

- have sufficient equipment for paired work on apparatus to be carried out safely
- have sufficient space for their work and are aware of others when completing tasks
- show competence on floor before trying skills on apparatus.

Acquiring and developing skills

Encourage the children to:

- use only those skills in sequences which they can already perform competently so that success can be achieved
- spend time on linking different skills together
- experiment with ways of changing levels – how to lower body weight onto the floor and how to stand up smoothly
- increase difficulty by building sequences that extend the number and variety of skills from different activity groups
- when appropriate, work with a partner to extend learning
- interpret pre-selected music to complement movement phrasing
- choreograph a sequence to a personal choice of music, adding spatial concepts to extend activities and add diversity.

Adaptations and variations

Easier . . .

- S** Work at a slow speed, always facing forward.
- T** Complete only the first part of the set sequence.
- E** Limit your sequence to apparatus with a large surface area.
- P** Use partner to support a balance in your sequence.

Also consult the Including young disabled people card.

Harder . . .

- S** Construct a sequence with forward, backward and sideways moves at variable speeds.
- T** Use music to create a sequence with skills from four movement groups and three different spatial concepts.
- E** Video group routine, review and then modify.
- P** Create a short routine to music for four people.

Selecting and applying skills and compositional ideas

Encourage the children to:

- respond to open ended questions that increasingly request imagination and creativity in the construction of sequences
- investigate different ways of working with a partner or small group, e.g. starting together or apart, moving together, matching actions, contrasting levels
- plan and set conditions themselves, e.g. how to arrange equipment, space to use, time.

Evaluating and improving performance

Encourage the children to:

- use a video camera to identify criteria for improving a sequence and to continue to refine technique in performance that will bring about improvement
- select their own criteria for making judgements about their own sequence work and that of others and communicate findings constructively and sensitively
- be able to remember and repeat sequences that have been refined.

Knowledge and understanding of fitness and health


Encourage the children to:

- explain why people enjoy gymnastics, e.g. challenge, sense of achievement, excitement, competition, being able to work alone/with friends, a chance to use exciting apparatus (KS 2)
- explain the effects on the body of taking part regularly in gymnastics, i.e. it can improve heart health, strengthen bones and muscles and help joints to move freely (KS 2)
- explain the health benefits of strengthening muscles, i.e. it can help to prevent back pain and can make every day activities easier to perform (KS 2).

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.


Rolling

Forward roll between benches with assistance
Head goes down gap, shoulders onto mat
Assistance can be given to guide the hips

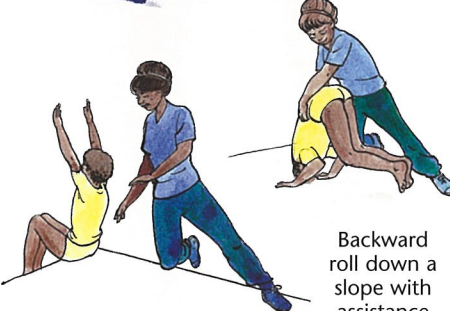


Preparation for backward rolls
Support shoulders. Pike to lift hips above shoulders. Lower down and up by bending and stretching arms.


▲ It is important to support or spot this exercise to prevent collapse of arms and head touching the floor



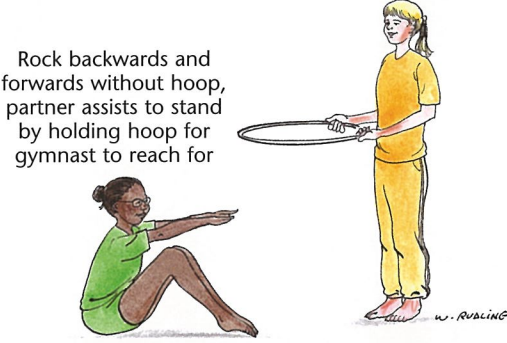
Backward roll down a slope with assistance




Rock backwards and forwards with hoop around whole body to keep tuck shape



Rock backwards and forwards without hoop, partner assists to stand by holding hoop for gymnast to reach for



Rock backwards and forwards, holding quoits on legs to keep tuck shape

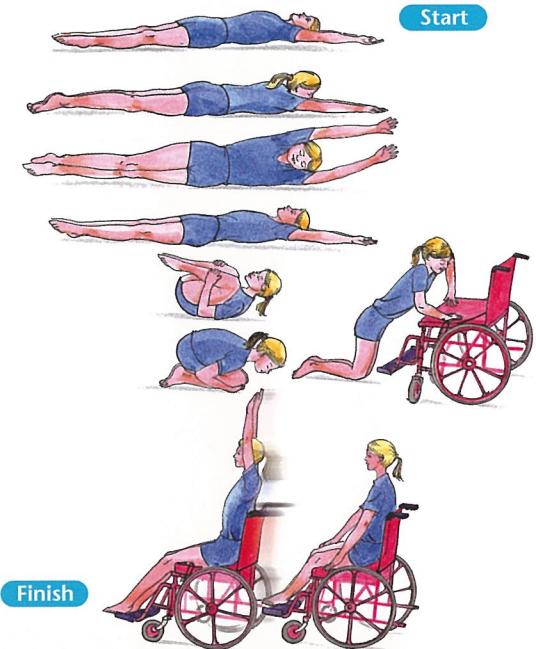


Adaptations and variations

- S** Are there sufficient mats to complete the roll safely? What can be done to assist the child without physical handling? Encourage wheelchair users to get out of their chair and attempt different methods of rolling (see the TOP Gymnastics Handbook).
- T** Explore methods of rolling, using aids and support where necessary.
- E** When using a slope, make sure that it is not too steep as to cause a loss of control by the child due to increased speed. Place coloured markers on equipment and mats to identify hand and feet placement points. Use coloured carpet squares to identify different rolls at points around the gymnasium.
- P** Encourage children to assist each other to achieve skills. Mirroring and matching can provide useful demonstrations for less able children.

Sequence suggestion

- Lie in stretched shape on back. Log roll to front. Log roll to back.
- Bring knees into chest. Egg roll to front. Transfer into chair.
- Push and glide, stretching forwards and up.



Introduction

There are many physical activities in which children who have learning, physical or sensory impairments can successfully take part. However, in order to enable children who have different abilities and differing skill levels to maximise their participation, some adaptation or modification may be necessary.

The following information provides some general guidelines and specific examples of ways in which young disabled people can be included in gymnastics. The information should be used in conjunction with suggestions provided on the other resource cards.

Appropriateness of the activity

There may be certain reasons that could preclude the participation of some young disabled people from some activities. Check with teachers, support staff, parents/carers, and the children themselves. Where, following consultation, there are reasons, or you are not sure, always provide a positive alternative rather than simply exclude an individual. Some examples of positive alternatives are shown on the other resource cards.

Remember! Most young disabled people will be able to do most things, most of the time.

Exercise tolerance

If you are uncertain about an individual's tolerance to exercise, alternate active and passive sequences.

Positioning

An important fundamental of inclusion is to ensure that each young person is able to participate from a comfortable and safe position that optimises their involvement, e.g. by:

- achieving a balanced position, lying, seated or standing with or without support
- providing support where necessary, using soft mats, physical assistance or a combination
- varying positioning to suit the accomplishment of the desired skill, e.g. movement with support, stillness and balance without support.

Working with others

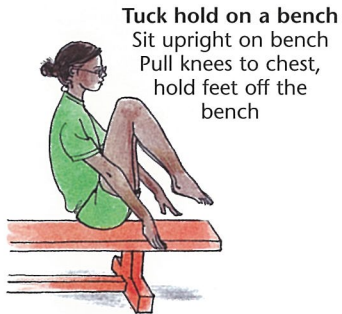
Agree with individuals the best way for them to both receive and give support, always taking into consideration and recognizing that their personal space also includes mobility aids and other personal equipment.

Enable young disabled people to take the lead, or a prominent role, in partner or group activities. This may be in a physical way, or by directing the movement of a partner or others using voice, gesture or mechanical means.

Achieving disengagement

Staff and children should work together to provide opportunities for young people who have mobility impairments to participate away from their supporting aids and equipment, e.g. being able to get out of a wheelchair onto a mat. Where this is inappropriate, try to include movement and interaction at a variety of physical levels. Vary the eye-line of the participants to ensure that the activity works for seated and lying participants as well as those who are ambulant.

Balance



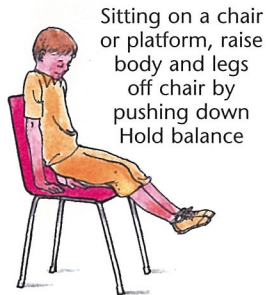
Tuck hold on a bench
Sit upright on bench
Pull knees to chest,
hold feet off the
bench



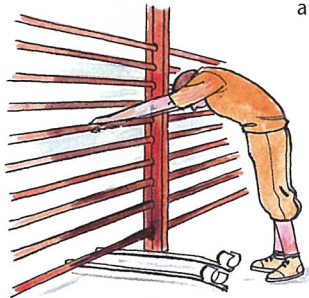
One leg balance
Using support or
personal aid, lift
one leg off floor to
create a three-point
balance



Sitting up
straight in chair,
raise one hand
high, balancing
a ball



Sitting on a chair
or platform, raise
body and legs
off chair by
pushing down
Hold balance

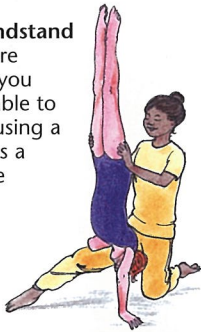


Dish or pike using wall
bar to support shape



Back wheel
balance
▲ Use spotter
at back of
wheelchair

Pairs handstand
If limbs are
missing, you
may be able to
balance using a
partner as a
substitute

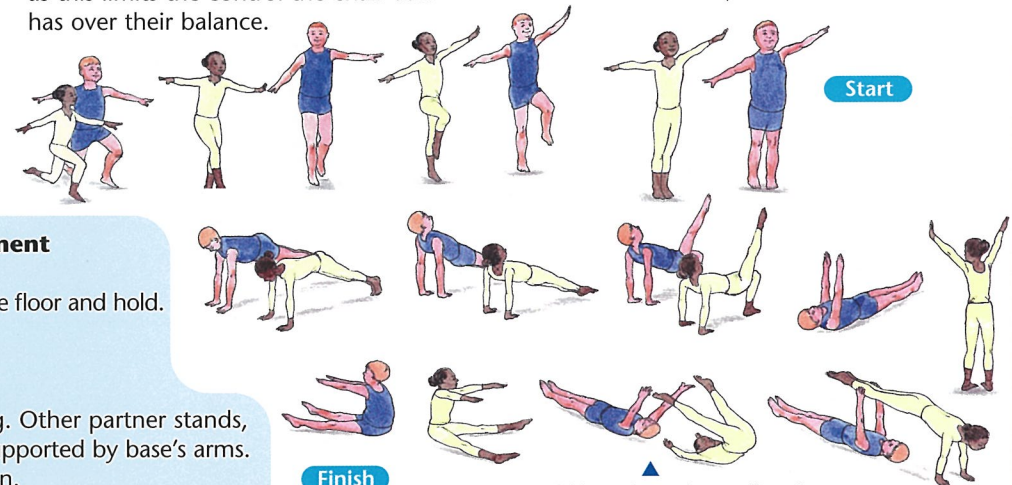


A sequence suggestion for someone with a visual impairment working with a partner

- Stand up straight with arms stretched to the side. Lift one leg off the floor and hold.
- Holding hands, chassé forwards. Kneel down on one knee.
- Front support position hold.
- Turn to back support position. Lift one leg and hold.
- One partner lies on back, arms stretched vertically to the ceiling. Other partner stands, steps towards base and makes front support position with legs supported by base's arms.
- Top forward rolls out. Both partners sit up in straddle sit position.
- Note: to extend, both partners teddy bear roll.

Adaptations and variations

- S** Balance in a large open space may be difficult for some people. Make it easier by reducing the available space or moving close to a wall or piece of apparatus. Balance off the floor, even on a bench, is incredibly difficult if your perception of height is impaired. Some people with Down's Syndrome and Turners Syndrome are extremely afraid of heights. A bench can seem like a mountain! Allow enough space to move into and out of a balance.
- T** Partner work may make achieving balance possible for children with more profound impairments. Use everyday items to describe balances, e.g. 'On one leg like a stalk'.
- E** Make best use of personal aids, they can count as a point of balance in lieu of a limb. A back wheel balance in a wheelchair counts as a two-point balance. Large surface areas of equipment make it easier to balance. Consider putting two pieces of equipment together to increase its size.
- P** Pairs or group balances make best use of everyone's abilities. Use wheelchairs as a base for a pair or group balance, they make a superbly stable base. Do not apply the brakes as this limits the control the chair user has over their balance.



Care should be taken when rolling from support balance to ensure hips go up and head is tucked all the way in, rolling onto the shoulders

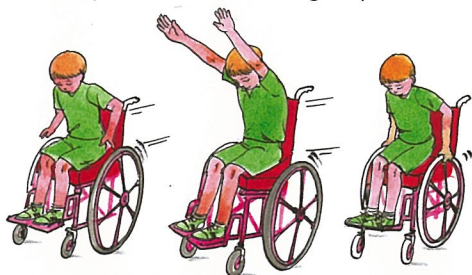
Movement

Transfer from wheelchair to chair or platform of the same height. Harder: change the level of the platform to be higher or lower than the wheelchair

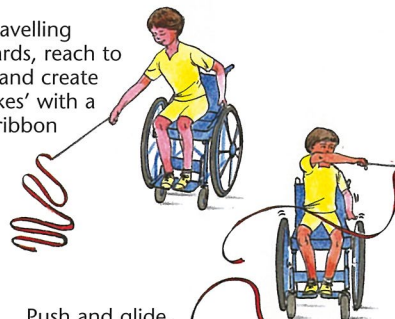


Using personal aids, jump from side to side

Push and glide, lifting arms forwards and upwards after push. Maintain good posture. Work towards straight back with head in a neutral position and arms straight up



Travelling backwards, reach to side and create 'snakes' with a ribbon



Push and glide, making figure of eight with a ribbon



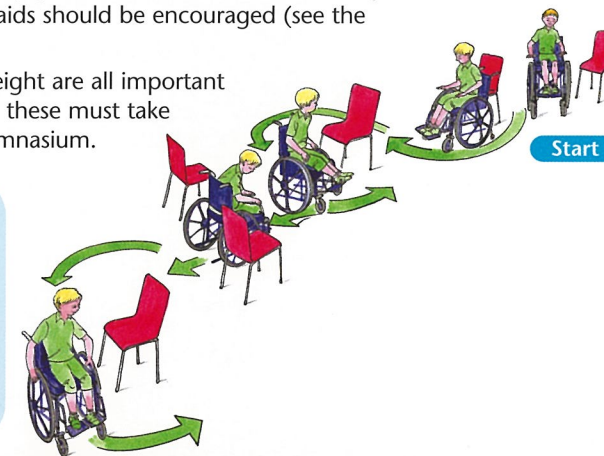
Spin in a circle



Harder: add hand apparatus, e.g. spin in a circle whilst circling ribbon above head

Adaptations and variations

- S** Is there enough space between apparatus for all children to move safely around the gymnasium? Remember, children with movement difficulties may need more space to manoeuvre. Use colour and texture on the floor to signify changes in movement requirements. Children with restricted spatial awareness may find it difficult to move around a large gymnasium full of equipment. Begin in a small area and expand to use the whole gymnasium in stages.
- T** Movements may be small and involve one part of the body. For someone with a profound impairment, a controlled movement of a small body part may be a difficult skill to achieve. All movement should begin from stillness. This is often the hardest thing to achieve. Always encourage children to make controlled movements and be aware of all their body parts and actions.
- E** Use equipment with large surface areas to enable those with mobility impairments to access them with aids if required. Encourage more mobile children to work with less mobile children to move on apparatus. Use changes in colour and texture on the floor and apparatus to identify changes in movement pattern, e.g. rough texture = move on four points of contact; red colour = roll, etc. Carpet squares, textured bath mats, ribbons, hazard tape and rope are useful pieces of equipment to have in your store cupboard. Individuals' mobility aids should be classed as equipment for that child; the development of alternative movement using these aids should be encouraged (see the TOP Gymnastics Handbook).
- P** Speed, changes in direction and height are all important aspects of movement. However, all these must take into consideration others in the gymnasium.



Sequence suggestion

Obstacle challenge

- Slalom between first three obstacles. 180° turn.
- Reverse through narrow gap. 180° turn.
- Circle round final obstacle and return to start.

Warm-up

A warm-up should include:

- controlled movements of the joints, e.g. drawing numbers or shapes in the air, creating and changing shapes made with the whole or parts of the body
- whole body activities to raise the body temperature, e.g. using travelling actions to trace numbers on the floor; repeating controlled sequences of movements such as turn, sink and roll; exploring different ways of travelling
- at least one whole body stretch (held still for 6 to 10 seconds).

Before warm-up

The teacher explains:

A warm-up helps to prepare our bodies and minds for moving.

After warm-up

Using the temperature and breathing scales, describe:

- how hot you feel
- your breathing.

Can children recognise and describe warm-up activities?

When should a warm-up be performed?

How should you feel after a warm-up?

Can children explain when a warm-up should be performed?

How to monitor breathing

One hand on tummy, one on chest.



Activities

- Energetic movements, e.g. travelling quickly; movements which change from high to low; jumping/bouncing/hopping travelling patterns; large, strong, powerful, explosive movements.

Before activity

Using the scale, describe what will happen to your breathing when you are active.

After activity

Using the scale, describe what happens to your breathing when you are active.

Can children describe what happens to their breathing when they are active?



Breathing scale

Very slow
Quiet • Shallow

Very fast
Noisy • Deep

How to monitor heart beat

One hand in centre of chest at bottom of breast bone.

Activities

- Energetic movements, e.g. travelling quickly; movements which change from high to low; jumping/bouncing/hopping travelling patterns; large, strong, powerful, explosive movements.

Before activity

Using the scale, describe:

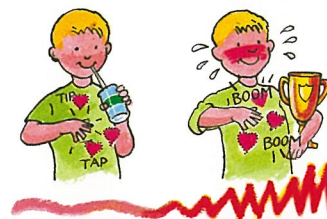
- how fast your heart is beating
- how hard your heart is beating
- what will happen to your heartbeat when you are active.

After activity

Using the scale, describe:

- how fast your heart is beating
- how hard your heart is beating
- what happens to your heartbeat when you are active.

Can children describe what happens to their heart when they are active?



Heartbeat scale

Very slow
Tap • Tap

Very fast
Boom • Boom

How to monitor temperature and appearance

Suggestions:

- hand on forehead
- thermometer strip on forehead
- observe partner's face.

Activities

- Energetic movements, e.g. travelling quickly; movements which change from high to low; jumping/bouncing/hopping travelling patterns; large, strong, powerful, explosive movements.

Before activity

Using the scale, describe:

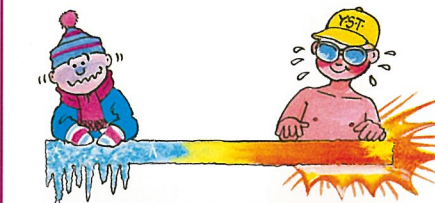
- how hot you feel
- how hot you will feel when you are active
- how your partner looks and how this might change when they are active.

Can children describe what happens to their temperature and appearance when they are active?

After activity

Using the scale, describe:

- how hot you feel
- how your partner looks.



Temperature scale

Freezing

Boiling

How to monitor which body parts are used when . . .

Before activity

The teacher explains:

When we move we use lots of body parts. Energetic movements help to make our bones strong and help our bodies to develop and work well.

Using the chart describe:

- which body parts you will be using when you are moving.

After activity

Using the chart, describe:

- which body parts you used when you were moving
- what happens to bones when we move.

Arms

Bones

Legs

Muscles

Knees

Joints

Elbows

Heart

Ankles

Lungs

Shoulders

Back

Can children describe which body parts will be strong and will work well as a result of taking part in gymnastics?



How to monitor feelings about activity

- Children observe and describe expressions of their friends while they are doing gymnastics.
- Children describe their own feelings.
- Children write down the name of the activity beside the appropriate face on a scale (see above).

Activities

- Children participate in a range of gymnastic activities alone, with a partner, in a small group or in a large group (whole class).

After activity

Describe:

- how you felt during the activity
- how you feel now.

How to monitor participation

Suggestions:

- whole class discussion about opportunities to take part in gymnastics, apart from in PE lessons
- pupil notice board to illustrate and explain opportunities to take part in gymnastics, apart from in PE lessons.

Activities

Before activity

The teacher explains:

Gymnastics can help to keep us healthy.

We take part in gymnastics in our PE lessons, there are also opportunities to perform in assemblies and displays and in clubs.

After activity

When can you take part in gymnastics, apart from in PE lessons?

What other energetic activities do you do outside PE lessons?



Can children explain when and where they can take part in gymnastic activities outside PE lessons?

See the TOP Gymnastics Handbook for information on warming-up and cooling-down, monitoring the intensity of activities, and the effect of exercise on the heart, breathing, temperature and appearance.

Cool-down

Activities

- Activities which are calm and which can be performed at a steady pace, e.g. travelling slowly on tip toe, meandering, walking, changing between high and low levels with control.
- At least one whole body stretch (held still for 6 to 10 seconds) – examples in the TOP Gymnastics Handbook.

Before cool-down

The teacher explains:

A cool-down helps our bodies to recover after activity.

Using the temperature and breathing scales, describe:

- how hot you feel
- your breathing.

After cool-down

Using the temperature and breathing scales describe:

- how hot you feel
- your breathing.

Can children recognise and describe cool-down activities?

How should a cool-down be performed?

How should you feel after a cool-down?

Can children explain when a cool-down should be performed?

Warm-up

Can children..?

Perform, recognise and explain the purpose of a range of warm-up exercises?

Activities

A warm-up should include:

- controlled movements of the joints, e.g. drawing numbers or shapes in the air; creating and changing shapes made with the whole, or parts of, the body
- whole body activities to raise the body temperature, e.g. using travelling actions to trace numbers on the floor; repeating controlled sequences of movements
- at least one whole body stretch (held still for 6 to 10 seconds).

Questions (select from following):

- Q** How do you feel after warming up?
A Warm (not out of breath) and ready for action (not tired).
- Q** What is the purpose of moving joints in a warm-up?
A To help them move smoothly.
- Q** Which activities mobilise joints in your spine? Which activities mobilise knees, shoulder and ankle joints?
A E.g. side bends, upper body twists. E.g. knee lifts, arm circles, jogging.
- Q** What is the purpose of raising your heart and breathing rate in a warm-up?
A To increase the supply of oxygen to the muscles in preparation for energetic activity.
- Q** When should warm-up stretches be performed? Where can you feel the muscles stretching?
A Towards the end of a warm-up when muscles are warm. Children identify the location of muscles being stretched.

Effects of gymnastics on the heart

Can children..?

Monitor and explain changes to their heart rate? Explain the benefits of exercise for the heart?

Activities

- Children perform energetic movements, e.g. travelling quickly; changing from high to low; jumping/bouncing/hopping travelling patterns; large, strong, powerful, explosive movements.
- Children monitor their heart rate before and during these gymnastic activities by: feeling their heart with one hand on centre of chest and describing changes using a heart rate chart OR counting their pulse for ten seconds at the wrist or neck.

Questions (select from following):

- Q** What happens to your heart when you do gymnastics?
A It beats faster.
- Q** How can you monitor your heart rate before and during gymnastic activities?
A Children demonstrate how this can be done.
- Q** What do we need to make energy?
A Food and oxygen.
- Q** How do food and oxygen reach the muscles?
A In the blood.
- Q** What pumps the blood around the body?
A The heart.
- Q** What happens to your heart when you do gymnastic activities energetically?
A The heart pumps faster to transport sufficient food and oxygen to the muscles to make energy.
- Q** What happens to muscles if we are active every day?
A They become strong and can do more work without tiring.
- Q** The heart is a muscle – what will happen to the heart if we do gymnastics frequently?
A It will become stronger and will be able to pump more oxygen around the body with every beat.

Effects of gymnastics on breathing

Can children..?

Explain why rate and depth of breathing increase when doing gymnastics?

Activities

- Children perform energetic movements, e.g. travelling quickly; movements which change from high to low; jumping/bouncing/hopping travelling patterns; large, strong, powerful, explosive movements.
- Children monitor their breathing before and during these gymnastic activities by: placing one hand on tummy and one on chest and feeling the chest rise and fall. Children describe the rate and depth of their breathing using the breathing chart OR using the same technique, counting the number of breaths over 20 seconds (rise and fall of chest = one breath).

Questions (select from following):

- Q** What happens to your breathing when you do gymnastics?
A It becomes faster and deeper.
- Q** How can you monitor your breathing?
A Children demonstrate how this can be done.
- Q** What do your muscles use while you are moving?
A Energy.
- Q** What do we need to make energy?
A Food and oxygen.
- Q** How do we take oxygen into our bodies?
A By breathing.
- Q** What happens to your breathing rate when you do gymnastics energetically?
A It becomes faster and deeper in order to supply the working muscles with sufficient oxygen to make the energy needed.

Effects of gymnastics on temperature and appearance

Can children..?

Explain changes in temperature and appearance during gymnastic activities?

Activities

- Children perform energetic movements, e.g. travelling quickly; movements which change from high to low; jumping/bouncing/hopping travelling patterns; large, strong, powerful, explosive movements.
- Children monitor their temperature and appearance before and during these gymnastic activities by: placing their hand on their forehead OR placing a thermometer strip on forehead OR asking partner to observe their face.

Questions (select from following):

- Q** What happens to your temperature and appearance when you do gymnastics?
A Temperature increases, skin becomes moist and sticky and some people appear flushed.
- Q** How can you monitor your temperature and appearance?
A Children demonstrate how this can be done.
- Q** When we do gymnastics the muscles produce energy as heat. How is heat released from the body?
A Through the skin.
- Q** Why does the skin get moist?
A It is the body's way of avoiding overheating – damp skin cools quickly.
- Q** Why do some people appear flushed?
A The blood vessels become wider and closer to the surface of the skin to release heat.

Monitoring intensity of activities

Can children..?

Monitor the intensity of different gymnastic activities?

Activities

- Children participate in gymnastic activities, some of which are more energetic than others.
- Children use 'how does the exercise feel' scale to describe the intensity of different gymnastic movements.
- Children monitor their involvement in physical activity over a period of a few weeks, i.e. which activities, for how long they are performed and how each activity feels.

Questions (select from following):

- Q** Why does your heart beat faster in some gymnastic activities?
- A** Some gymnastic activities are more energetic than others.
- Q** Which gymnastic activities feel more energetic?
- A** Children should find that gymnastic activities which involve travelling quickly; changing from high to low; jumping/bouncing/hopping travelling patterns; and large, strong, powerful, explosive movements performed over a sustained period of time are energetic. How energetic gymnastics feels varies between individuals and depends on the effort and confidence applied to the performance. Health recommendations are that young people should perform one hour of at least moderate (i.e. energetic) physical activity per day.
- Q** How can gymnastics help you to reach this target?
- A** Gymnastics can be energetic, stimulating and absorbing. Gymnastics can involve energetic activity being sustained.

Health benefits of gymnastics

Can children..?

Explain the health benefits of gymnastics?

Activities

- Children participate in a range of gymnastic activities alone, with a partner, in a small group or in a large group (whole class) and determine how gymnastics can:
 - make people feel
 - uses energy.

Questions (select from following):

- Q** Why do people take part in gymnastics?
- A** E.g. to meet people, have fun, to compete, to challenge themselves.
- Q** How do these moods/feelings help people to be healthy?
- A** Being healthy is more than just having a healthy body. Being healthy involves people finding ways to relax, have fun and feel a sense of success and achievement when overcoming challenges. Some people find these and other health benefits through gymnastics.
- Q** How much energy do you use when taking part in gymnastics?
- A** Lots – especially if it involves jumping, leaping, moving between levels, travelling quickly or large movements.
- Q** What happens to someone when they are using up lots of energy?
- A** They feel hot and out of breath and their muscles might feel tired.
- Q** Why is it important to use up lots of energy regularly?
- A** Energetic exercise can help to maintain a healthy body weight and can help prevent someone from becoming overweight or fat. In addition it strengthens bones, joints, heart and lungs and helps them to work efficiently.

Being active outside school?

Can children..?

Access opportunities to take part in gymnastics outside school?

Activities

- Children participate in a range of gymnastic activities.
- Teacher discusses where they can take part in gymnastics at school and in the community.
- Children design a 'let's get active' notice board to share information about gymnastics and exercise activities which can be accessed in and out of school.

Questions (select from following):

- Q** Which gymnastic activities can be explored at play time, lunch time or at home?
- Q** Who is a member of a local gymnastics club or attends gymnastics classes?
- Q** How and why did you join?
- Q** What is the purpose of the club?
- Q** How do you get there?
- Q** How much does it cost?
- Q** What do you like about the club?
- Q** How can others join?

See the TOP Gymnastics Handbook for information on warming-up and cooling-down, monitoring the intensity of activities, and the effect of exercise on the heart, breathing, temperature and appearance.

Cool-down

Can children..?

Perform, recognise and explain the purpose of a range of cool-down exercises?

Activities

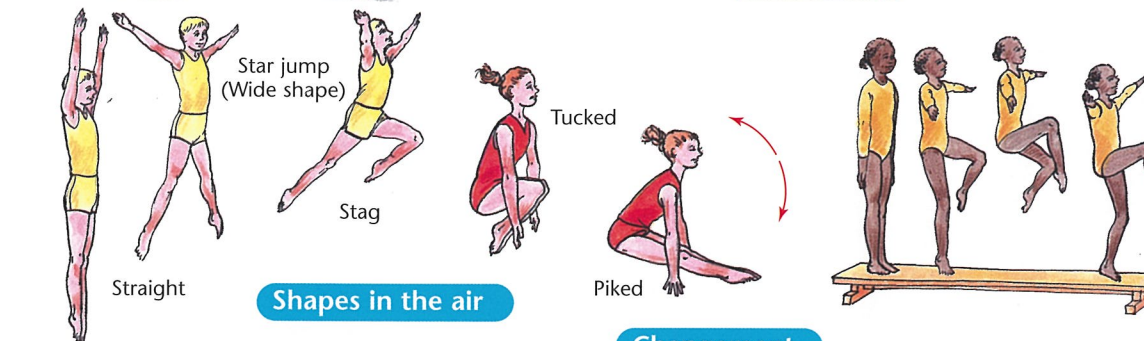
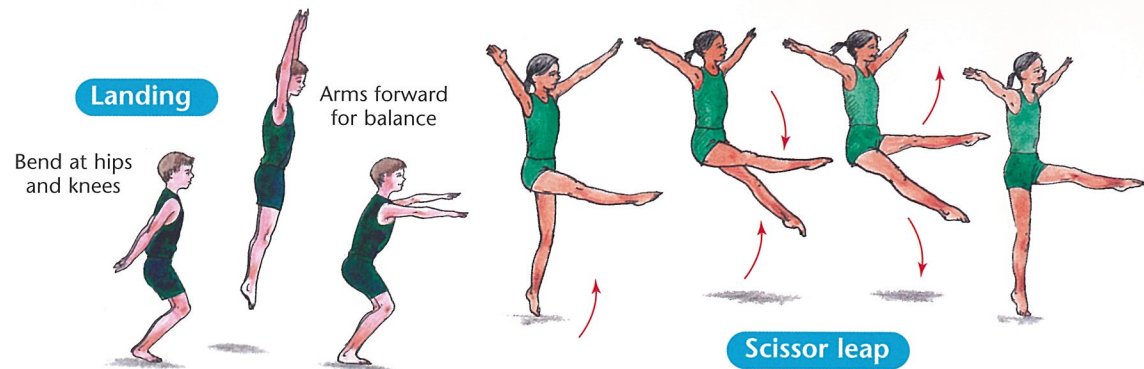
- Activities which are calm and which can be performed at a steady pace, e.g. travelling slowly on tip toe, meandering, walking, changing between high and low levels with control.
- At least one whole body stretch (held still for 6 to 10 seconds) – examples in the TOP Gymnastics Handbook.

Questions (select from following):

- Q** How do you feel after cooling-down?
- A** OK, back to normal (not out of breath or very hot).
- Q** What happens to your heart and breathing rate during a cool-down?
- A** They recover gradually.
- Q** Which gymnastic activities are suitable for a cool-down?
- A** E.g. Ship shape, Shape up.
- Q** What is the purpose of cool-down stretches?
- A** To prevent the muscles becoming tight and sore.
- Q** When should stretches be performed?
- A** Stretches should only be performed when muscles are warm.
- Q** Where in the body can you feel the muscles stretching?
- A** Children identify the location of muscles being stretched.

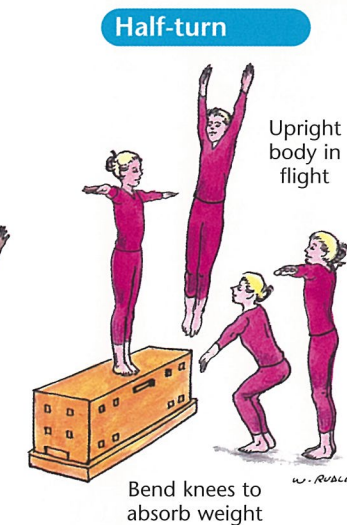
Jumping jacks . . .

Landings, jumps, leaps and turns



Jumping jacks

- Children in pairs from each group take it in turns to spin two large dice.
- Each side of dice (A) describes a different jump or leap. A second dice (B), with the numbers 4 to 9 on it, is used to identify the number of attempts to be made. Jumps on dice can be described in pictures or words.
- Perform standing jumps from two feet from a low bench and stress the importance of landings that 'stick'.
- Perform leaps with a single leg take-off along a straight line. (See the TOP Gymnastics Handbook.)



Think INC.

Try to find alternative movement patterns reflecting the basic skill. Try different surfaces, changing colour, shape or texture for association with different movements.

Vocabulary

Impact, absorb, soften, co-ordination, stag, stride split, hurdle step, rotation, synchronized, controlled, plie, mount, dismount, elevation

Acquiring and developing skills

Encourage the children to:

- have mastered how to land comfortably and safely before progressing into jumps with more flight
- perform the **basic shapes** as held positions before going onto jumps (see TOP Gymnastics cards on held positions)
- use the arms to swing forward and up at the same time as extending the ankles, knees and hips to achieve power in the **take-off**: *'Explode off the ground like a rocket.'*
- work on landings with two feet before using single leg landings and rebounds that lead into other movements
- know that the **hurdle-step** is important as it is the basis of work that requires using a springboard for take-off: *'Can your back leg "catch up" to the front leg?'*
- start **quarter and half turns** by using a pull on the shoulder to initiate rotation. Keep body straight and extended.

Adaptations and variations

Easier . . .

- S** Start jumps from using very low apparatus rather than the floor.
- T** Hold onto fixed apparatus for support while practising jumps.
- E** Jump forward, backward, sideways over a rope.
- P** Play a game of hopscotch with a partner.

Also consult the Including young disabled people card.

Harder . . .

- S** Attempt a split leap where legs are parallel to the floor.
- T** Create a series of 2/3/4 jumps using one or two feet linked in a series as part of a routine.
- E** Experiment with ways to jump onto low apparatus. Jump off low apparatus in a wide shape and rebound forward in a straight shape.
- P** Synchronize three jumps in a routine with a partner.

Selecting and applying skills and compositional ideas

Encourage the children to:

- experiment with a wider variety of shapes in flight, e.g. including twists or asymmetrical shapes
- link jumps with rebounds to changing direction, speed and level of work
- use rotational jumps to change the direction of a sequence and to lead into a different agility, e.g. from moving forward perform a half-jump turn to lead straight into a backward roll.

Evaluating and improving performance

Encourage the children to:

- use a wide vocabulary by naming and describing the different types of jump
- discuss the difference between a landing and a rebound and explain when each could be used in a sequence. Be able to demonstrate both in linking work in short routines
- recognize when they would use the assemble 'hurdle-step' in mounting and dismounting from apparatus and that it can be used for both landing and for linking
- make judgments about the quality of jumps in terms of their elevation, style and control.

Knowledge and understanding of fitness and health

Encourage the children to:

- demonstrate and explain safe jumping and landing technique – see safety section (KS 2)
- explain that jumping and landing activities can strengthen bones (KS 2)
- describe how they feel when performing jumping and landing activities, e.g. happy, anxious, excited, tired, challenged, successful (KS 1 or 2).

These questions represent just one example of an appropriate focus for learning. Refer to the Knowledge and understanding of fitness and health card for alternative questions and practical ideas to support delivery.

Sequence suggestion

- From standing, two or three short running strides into a hurdle step.
- Land on two feet and immediately rebound into a star shape to land on two feet.
- Change direction, two relevé steps with knee lift or two chassé steps.
- Step together and half-jump turn with a controlled landing.

