



**Gymnastics** | **Travelling with a change of front and direction**

**Learning Objectives:**

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**Theme:** **Travelling with a change of front and direction**

Essential Knowledge	Key Vocabulary	Prior Knowledge
<p>This can be most easily understood initially by referring to where the front of the body is facing.</p> <p>A forward roll passes through a change of front A cartwheel has a change of front</p> <p>Working with a class in a confined space requires an atmosphere of co-operation and controlled movement. Children need to concentrate on their own activity and be aware of others</p> <p>Diagonal forwards and diagonal backwards are added to prior knowledge</p>	<p><b>Travel</b> - Moving of body in a variety of ways, direction and height</p> <p><b>Apparatus</b> - the equipment used to do gymnastics</p> <p><b>Space</b> - where nothing is in the way</p> <p><b>Levels</b> - the height at which the action is performed</p> <p><b>Sequence</b> - gymnastics actions such as jumps, balances and travel actions performed one after the other, linked together smoothly on floor &amp; using apparatus.</p> <p><b>Directions</b> – a course along which someone or something moves.</p> <p><b>Link</b> – join together or connect</p> <p><b>Smoothly</b> - without problems or difficulties.</p> <p><b>Jump</b>- Is a method of moving where a gymnast pushes themselves off of a surface and into the air creating a moment of flight.</p> <p><b>Roll</b> - A complete rotation of the body made whilst on the ground.</p> <p><b>Balance</b> - Keeping a steady position using parts of the body to keep contact with the floor.</p>	<p>Children have experience of different direction from KSI. They have followed simple sequences with an awareness of space and direction.</p> <p>They are aware of forwards, backwards, sideways, up and down</p>

Key Vocabulary	Development Of Skills	Specific Skills
<p><b>Travel</b> - Moving of body in a variety of ways, direction and height</p> <p><b>Apparatus</b> - the equipment used to do gymnastics</p> <p><b>Space</b> - where nothing is in the way</p> <p><b>Levels</b> - the height at which the action is performed</p> <p><b>Sequence</b> - gymnastics actions such as jumps, balances and travel actions performed one after the other, linked together smoothly on floor &amp; using apparatus.</p> <p><b>Directions</b> – a course along which someone or something moves.</p> <p><b>Link</b> – join together or connect</p> <p><b>Smoothly</b> - without problems or difficulties.</p> <p><b>Jump</b>- Is a method of moving where a gymnast pushes themselves off of a surface and into the air creating a moment of flight.</p> <p><b>Roll</b> - A complete rotation of the body made whilst on the ground.</p> <p><b>Balance</b> - Keeping a steady position using parts of the body to keep contact with the floor</p>	<p><b>Physical Me: (Skills)</b>  I can explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel.  I can practise an action or short sequence of movements, and improve the quality of the actions and transitions.</p> <p><b>Creative Me: (Applying skills)</b>  I can devise and perform a gymnastic sequence, showing a clear beginning, middle and end.  I can adapt a sequence to include different levels, speeds or directions..</p> <p><b>Healthy Me: (Healthy lifestyles)</b>  I can identify when my body is warm and stretched ready for gymnastic activity.  I understand the importance of warming up.</p> <p><b>Thinking Me: (Evaluation)</b>  I can explain the differences between two performances.  I understand what is involved in the process of improving a performance.</p>	<p>Identification of change of front e.g Jump from one foot to two feet, Using the jump to change the way you face on landing for – quarter, half and three quarter turns</p> <p>Select and combine agilities to compose a sequence which travels along a straight line but passes through several changes of front</p> <p>Explore individual movements where change of front occurs – cartwheel, roll, jump with half turn, bunny hop to the side</p> <p>Explore individual movements which by twisting the body create a change of front</p> <p>Using the twisting or turning movements to initiate a change of direction</p> <p>Link movements together in a sequence to change front and change direction and encourage observation and analysis</p> <p>All ideas should be transferred appropriately to apparatus</p> <p>Apparatus should allow opportunity for approaching and moving away at different angles and provide opportunity for travelling underneath or through.</p> <p><b>Resources – Val Sabin Lesson plans</b></p>

## Famous Gymnasts



### **Rebecca Downie:**

Downie has been the British senior women's all-around champion two times and is particularly strong on beam and bars. A two-time European champion on bars and a world silver medallist on the same apparatus, Becky competed at the Beijing Olympic Games and finished in a British record 12th place all-around. In 2015 she was part of the team that famously won team bronze at the World Championships.

## Safety

Wear PE kit

Remove all jewellery (tuck in any religious jewellery) Earrings should only be studs.

Long hair must be tied back.

Have bare feet

Use correct techniques.

Complete a warm-up and cool-down in each lesson.

Make sure that apparatus is set up correctly and safely

Make sure that apparatus is carried safely

## End Point Expectations

- Identify change of front and understand what it means
- Demonstrate – quarter, half and three quarter turning jumps
- Move in a variety of ways using different directions – forwards, backwards, sideways, diagonally forwards, diagonally backwards
- Understand and show individual actions which in themselves create a change of front direction – cartwheel, rolls, jumps, bunny hops to the side
- Select movements and create a sequence to illustrate change of front or direction
- Adapt and transfer all these ideas and skills onto apparatus
- Use space and apparatus safely
- Recognise gymnastic activity is good for healthy wellbeing
- Know to practice safely
- Observe and describe the movements of others in appropriate language