

Primrose Gymnastics Lessons for Physical Education in the Primary School.

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First published 1994, revised 1995, 2000. Reprinted 2003

Primrose Gymnastics Lessons for Physical Education in the Primary School.

The **Primrose Education Syllabus** includes a series of curriculum units to provide some long term planning strategy for a programme of gymnastics in the Primary School. This document has proved to be so popular in schools throughout the country that the following series of lessons has been written in response to the many requests for more detail of what might be taught during each gymnastics lesson.

The skills and concepts that are appropriate to the common topic are detailed and the recommended teaching methods indicated.

The apparatus relevant to the topic and skills covered is also indicated. However, the positioning of this apparatus has been left to the teacher in the realisation that each and every school gymnastics area is of different design.

Topics

As the original Primrose PE Syllabus was created by teachers for teachers, the topics chosen are believed to be suitable for the age range stated. However, teachers will always need to assess whether their pupils are ready for any particular challenge.

Progression

Progression from year to year and from lesson to lesson is the goal and it will be evident that some topics and skills need to be understood and acquired before moving on to the next stage. However, you will find that there is room for differentiation in every lesson and all your pupils can and should be catered for.

Curriculum Units

Six, six-lesson, Curriculum Unit Plans are provided to cover your work from Year 1 to Year 6. Based on a selection of Curriculum Units from the Primrose Physical Education Syllabus, these units meet the needs and standards of the National Curriculum. Each unit, whether KS1 or KS2 based, indicates the Programme of Study covered as you progress through the lessons for your specific unit. The Curriculum Unit Plan summarises your six lesson unit of work and provides an 'at a glance' review of your progression and requirements at each stage.

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Lessons

The thirty-six lessons (six for each unit of work) are intended as illustrative basic short term plans which will be elaborated on and turned into a personal presentation by every teacher, matching the work to the needs of the pupil, school and the day! Each lesson whether KS1 or KS2 based gives you an 'at a glance' check list of the Programme of Study you are intending to cover in this lesson. When you move on to use the blank planners provided for your own development, you will find these easy-to-use layouts will help you maintain a progressive, balanced and thorough development of gymnastics in each year of school.

Apparatus

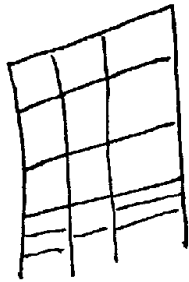
A recommended list of basic gymnastics apparatus is included to enable school to plan ahead and budget, to buy, to maintain and replace. The need to maintain regularly is obvious. The inspection and repair of gymnastics apparatus is a specialist's function and all schools are strongly advised against any DIY activities. Call in the experts and check both your and their insurance.

Teaching Gymnastics

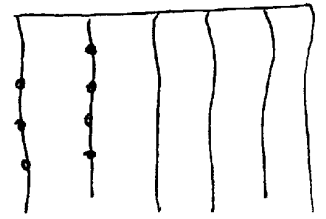
This series of lessons can enable you to be more confident about your gymnastics but those teachers who have not received any professional training on use of apparatus, etc., are advised to provide only low apparatus work for their pupils until the teacher has attended an intensive gymnastics course in the teaching of gymnastics in the primary school. Curricular gymnastics should not be confused with competitive artistic Olympic gymnastics; the needs of the child come first in the curriculum and not the international sports rules.

It remains to be seen how much you will need to modify these lessons for your pupils. but at least there are six lessons planned for each age group in the primary school - the rest is up to you!

Gymnastic Apparatus



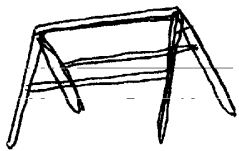
CLIMBING FRAME



ROPE CURTAIN



TABLES

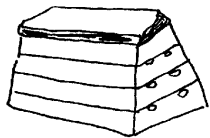


TRESTLE



STOOL

RECOMMENDED LIST



BOX

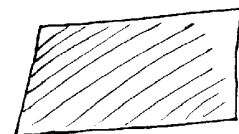
- One Double Climbing Frame.
- Two Curtains Of Ropes.
- Three/Four Nesting Tables.
- One Stool.
- Two Boxes.
- One Trestle.
- Two Planks.
- Six Benches.



HOOP



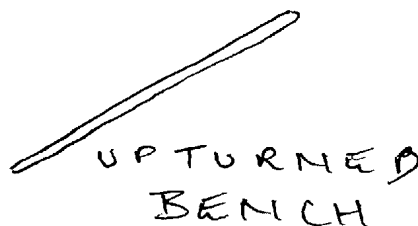
PLANK



MAT



BENCH



UPTURNED BENCH



SKIPPING ROPE

Primrose Gymnastics Lessons for Physical Education in the Primary School.

Physical Education Programme of Study for Key Stage 1

Summary

- During key stage 1 pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations.

Physical Education Programme of Study for Key Stage 2

Summary

- During key stage 2 pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

Assessing attainment

- The levels of the Attainment Target for Physical Education relevant to the majority of pupils at key stages 1 and 2 are provided on the next page. These target levels provide the basis for making judgements about pupils progress and performance throughout and at the end of each key stage. In making a determination of what level of attainment has been achieved teachers should judge which description best fits performance, with consideration given to the descriptions for adjacent attainment levels.

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National Curriculum Attainment Target for Physical Education

LEVEL 1	Key Stage 1	Pupils copy, repeat and explore simple skills and actions with basic control and coordination. They start to link these skills and actions in ways that suit the activities. They describe and comment on their own and others' actions. They talk about how to exercise safely, and how their bodies feel during an activity.
LEVEL 2		Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They vary skills, actions and ideas and link these in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas. They talk about differences between their own and others' performance and suggest improvements. They understand how to exercise safely, and describe how their bodies feel during different activities.
LEVEL 3		Pupils select and use skills, actions and ideas appropriately, applying them with coordination and control. They show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance. They give reasons why warming up before an activity is important, and why physical activity is good for their health.
LEVEL 4	Key Stage 2	Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency, and that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.
LEVEL 5		Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. When performing, they draw on what they know about strategy, tactics and composition. They analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance. They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.
LEVEL 6		Pupils select and combine skills, techniques and ideas. They apply them in ways that suit the activity, with consistent precision, control and fluency. When planning their own and others' work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances, and what they know about their own and others' strengths and weaknesses. They analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance, and suggest ways to improve. They explain how to prepare for, and recover from, the activities. They explain how different types of exercise contribute to their fitness and health and describe how they might get involved in other types of activities and exercise.

Primrose Gymnastics Lessons for Physical Education in the Primary School.

Blank Curriculum Unit and Lesson Planners

Your Physical Education Programme

Use the blank curriculum unit planners and blank lesson planners provided in the next section to build on the ideas and developments introduced in this series of lessons.

Every class, every teacher and every school has their own specific range of needs and abilities. You can only truly implement the aims of the National Curriculum once your programme is tailored to your requirements.

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Activity: **GYMNASTICS** Title of Unit:

Nº of Lessons **6** Class:

Year

Key Stage: **1**

- Programme of study KS1 - Knowledge, skills & understanding - pupils should be taught to
1. Acquiring and developing skills
 - 1a explore basic skills, actions and ideas with increasing understanding
 - 1b remember and repeat simple skills and actions with increasing control and coordination
 - 2 Selecting and applying skills, tactics and compositional ideas
 - 2a explore how to choose and apply skills and actions in sequence and in combination
 - 2b vary the way they perform skills by using simple tactics and movement phrases
 - 2c apply rules and conventions for different activities.
 - 3a describe what they have done
 - 3b observe, describe and copy what others have done
 - 3c use what they have learnt to improve the quality and control of their work.
 - 4a how important it is to be active
 - 4b to recognise and describe how their bodies feel during different activities.
 3. Evaluating and improving performance
 4. Knowledge and understanding of fitness and health

- Programme of study KS1 - Breadth of Study - Gymnastics activities:
- pupils should be taught to:
- perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus
 - develop the range of their skills and actions [for example, balancing, taking off and landing, turning and rolling]
 - choose and link skills and actions in short movement phrases
 - create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.

LESSON

BASIC ACTIONS

MOVEMENT FEATURES

RELATIONSHIPS

	TOPIC	BASIC ACTIONS	MOVEMENT FEATURES	RELATIONSHIPS
			Body Space Weight Time	Personal Equipment
1				
2				
3				
4				
5				
6				

Gymnastics Year : KS 1

Activity: **GYMNASTICS**
 Title of Unit:
 Lesson Topic:

Nº Pupils: Class:
 Date: Year ____
 Time: Lesson ____

Programme of study KS1 - 1. Acquiring and developing skills 2. Selecting and applying skills, tactics and compositional ideas 3. Evaluating and improving performance 4. Knowledge and understanding of fitness and health	Knowledge, skills & understanding - pupils should be taught to 1a explore basic skills, actions and ideas with increasing understanding 1b remember and repeat simple skills and actions with increasing control and coordination. 2a explore how to choose and apply skills and actions in sequence and in combination 2b vary the way they perform skills by using simple tactics and movement phrases 2c apply rules and conventions for different activities. 3a describe what they have done 3b observe, describe and copy what others have done 3c use what they have learnt to improve the quality and control of their work. 4a how important it is to be active 4b to recognise and describe how their bodies feel during different activities.	Programme of study KS1 - Breadth of study - Gymnastics activities: pupils should be taught to: <ul style="list-style-type: none"> ● perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus ● develop the range of their skills and actions [for example, balancing, taking off and landing, turning and rolling] ● choose and link skills and actions in short movement phrases ● create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.
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	Action Tasks	Teaching Method	Organisation
Warm Up			
Introduction To Actions Within Topics			
Development ... Teacher Guided Activities Within Topic			
Pupil Applies Skills And Knowledge In Culminative Situation			
Cool Down			

Activity: **GYMNASTICS** Title of Unit:

N° of Lessons **6** Class:

Year

Key Stage: **2**

- Programme of study KS2 - Knowledge, skills & understanding - pupils should be taught to
1. Acquiring and developing skills
 - 1a consolidate their existing skills and gain new ones
 - 1b perform actions and skills with more consistent control and quality.
 2. Selecting and applying skills, tactics and compositional ideas
 - 2a plan, use & adapt strategies, tactics, & compositional ideas for individual, pair, small-group & small-team activities
 - 2b develop & use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness
 3. Evaluating and improving performance
 - 3a identify what makes a performance effective
 - 3b suggest improvements based on this information.
 - 3c suggest improvements based on this information.
 4. Knowledge and understanding of fitness and health
 - 4a how exercise affects the body in the short term
 - 4b to warm up and prepare appropriately for different activities
 - 4c why physical activity is good for their health and well-being
 - 4d why wearing appropriate clothing and being hygienic is good for their health and safety.

- Programme of study KS2 - Breadth of study -
- Gymnastics activities: pupils should be taught to:
- create and perform fluent sequences on the floor and using apparatus
 - include variations in level, speed and direction in their sequences.

MOVEMENT FEATURES

BASIC ACTIONS

RELATIONSHIPS

LESSON	TOPIC	MOVEMENT FEATURES				RELATIONSHIPS	
		Body	Space	Weight	Time	Personal	Equipment
1							
2							
3							
4							
5							
6							

Gymnastics Year : KS 2

Activity: <u>GYMNASTICS</u>	N° Pupils: _____	Class: _____
Title of Unit: _____	Date: _____	Year _____
Lesson Topic: _____	Time: _____	Lesson: _____

<p>Programme of study KS2 -</p> <p>1. Acquiring and developing skills</p> <p>2. Selecting and applying skills, tactics and compositional ideas</p> <p>3. Evaluating and improving performance</p> <p>4. Knowledge and understanding of fitness and health</p>	<p>Knowledge, skills & understanding - pupils should be taught to</p> <p>1a consolidate their existing skills and gain new ones</p> <p>1b perform actions and skills with more consistent control and quality.</p> <p>2a plan, use & adapt strategies, tactics & compositional ideas for individual, pair, small-group & small-team activities</p> <p>2b develop & use knowledge of the principles behind the strategies, tactics & ideas to improve their effectiveness</p> <p>2c apply rules and conventions for different activities.</p> <p>3a identify what makes a performance effective</p> <p>3b suggest improvements based on this information.</p> <p>4a how exercise affects the body in the short term</p> <p>4b to warm up and prepare appropriately for different activities</p> <p>4c why physical activity is good for their health and well-being</p> <p>4d why wearing appropriate clothing and being hygienic is good for their health and safety.</p>	<p>KS2 - Breadth of study - Gymnastics activities, pupils should be taught to:</p> <ul style="list-style-type: none"> ● create and perform fluent sequences on the floor and using apparatus ● include variations in level, speed and direction in their sequences.
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	Action Tasks	Teaching Method	Organisation
Warm Up			
Introduction To Actions Within Topics			
Development ... Teacher Guided Activities Within Topic			
Pupil Applies Skills And Knowledge In Culminative Situation			
Cool Down			

Programme of study KS1 - Knowledge, skills & understanding - pupils should be taught to

- 1a explore basic skills, actions and ideas with increasing understanding
- 1b remember and repeat simple skills and actions with increasing control and coordination.
- 2a explore how to choose and apply skills and actions in sequence and in combination
- 2b vary the way they perform skills by using simple tactics and movement phrases
- 2c apply rules and conventions for different activities.
- 3a describe what they have done
- 3b observe, describe and copy what others have done
- 3c use what they have learnt to improve the quality and control of their work.
- 4a how important it is to be active
- 4b to recognise and describe how their bodies feel during different activities.

Programme of study KS1 - Breadth of Study - Gymnastics activities: pupils should be taught to:

- perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus
- develop the range of their skills and actions [for example, balancing, taking off and landing, turning and rolling]
- choose and link skills and actions in short movement phrases
- create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.

LESSON **TOPIC**

BASIC ACTIONS

MOVEMENT FEATURES

RELATIONSHIPS

			Personal	Equipment
1	Travel on feet.	Walk, Run, Jump.	Solo.	Hoops: Ropes on floor in patterns. Low skittles/canes.
2	Travel: on hands and feet (I).	Crawl, Spring. 2 Hands, 2 Feet.	Solo.	Hoops: Low skittles/canes. Ropes/mats.
3	Travel: on hands and feet (II).	Crawl, Spring. Single hand and foot. Two hands, Two feet.	Solo. Group.	Hoops: Canes/skittles. Ropes/mats.
4	Travel: focus on body front and back.	Slide, Roll, Push (Pull).	Solo. Group.	Benches/mats Low platforms.
5	Travel: focus on body surfaces.	From: Spin, Slide, Roll, Jump, Crawl i.e. Actions experienced.	Solo. Group.	Low platforms. Benches/mats.
6	Joining actions together.	Choose Actions from: Lessons 1, 2, 3 Join 2 action words.	Solo. Group.	Bench/mats. Platforms/mats.

Activity: <u>GYMNASTICS</u>	Nº Pupils: 36	Class:
Title of Unit: LOCOMOTION & TRAVELLING	Date:	Year 1
Lesson Topic: TRAVEL ON FEET	Time: 35 mins	Lesson: 1

<p>Programme of study KS1 -</p> <p>1. Acquiring and developing skills</p> <p>2. Selecting and applying skills, tactics and compositional ideas</p> <p>3. Evaluating and improving performance</p> <p>4. Knowledge and understanding of fitness and health</p>	<p>Knowledge, skills & understanding - pupils should be taught to</p> <p>1a explore basic skills, actions and ideas with increasing understanding</p> <p>1b remember and repeat simple skills and actions with increasing control and coordination.</p> <p>2a explore how to choose and apply skills and actions in sequence and in combination</p> <p>2b vary the way they perform skills by using simple tactics and movement phrases</p> <p>2c apply rules and conventions for different activities.</p> <p>3a describe what they have done</p> <p>3b observe, describe and copy what others have done</p> <p>3c use what they have learnt to improve the quality and control of their work.</p> <p>4a how important it is to be active</p> <p>4b to recognise and describe how their bodies feel during different activities.</p>	<p>Programme of study KS1 - Breadth of study -</p> <p>Gymnastics activities: pupils should be taught to:</p> <ul style="list-style-type: none"> ● perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus ● develop the range of their skills and actions [for example, balancing, taking off and landing, turning and rolling] ● choose and link skills and actions in short movement phrases ● create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.
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	Action Tasks	Teaching Method	Organisation
Warm Up	Marching on the spot.	Teacher joins in to set good example.	Face front where the teacher is.
Introduction To Actions Within Topics	Walking around the room.	Encourage relaxed arm swinging and large steps with heels going to the ground first.	Freely spaced.
	Running on the spot.	Ask for high knees and bent arms.	Face front where the teacher is.
Development ... Teacher Guided Activities Within Topic	Running on the spot, quickly then slowly.	Allow children to decide on their own change of speed.	Face front.
	Running forwards and backwards.	Teacher gives visual cues.	Face front.
	Jumping two feet to two feet.	Making patterns using side to side and forwards to backwards.	Face front (teacher keeps changing positions).
Pupil Applies Skills And Knowledge In Culminative Situation	APPARATUS OUT		Hoops 12, Skip ropes 12, Skittles 12 and Canes 12.
	Practice jumping.	In out of hoops, over ropes, over canes.	
	Show how you can run in and around the equipment but do not touch it.	Encourage free travelling <u>NO</u> collisions.	Freely spaced.
	Do some jumping and then travel to the next equipment.	Perform and then select where to go next.	
	APPARATUS AWAY		
Cool Down	After the equipment is carefully counted and then put away. Walk in and out of each other.	Teacher joins in encouraging better spacing.	Freely spaced.