

Gymnastics



Summary of movement progression across the class levels:

<h3>Junior and Senior Infants</h3>	<ul style="list-style-type: none"> - Develop the basic movement actions of running, stopping, jumping, rolling, climbing, transferring weight, balancing, twisting and turning wrong body parts – exploring space - Practice rocking and rolling activities - Develop body awareness through variations of direction, pathways, levels, shape, speed etc.... - Work together to create and perform a sequence - Talk about movement and answer questions about it. - Develop ability to lift, carry and place apparatus safely.
<h3>First and Second Class</h3>	<p>Basic movement actions: e.g. balancing, rolling, turning, twisting, stretching, climbing, transferring weight (variety of rolls)</p> <ul style="list-style-type: none"> - Body awareness through movement (direction, levels....) - Travelling on apparatus - Individual and pair sequences - Take off and landing skills - Posture/good body tension - Ability to lift, place apparatus
<h3>Third and Fourth Class</h3>	<ul style="list-style-type: none"> - Sequence of movement, vary direction, pathways etc. - Move and travel on floor and an apparatus - Headstand and handstand - Forward and backward rolls (at the discretion of the teacher) - Produce and perform sequence - Develop good body tension and posture through gymnastics - Show increased control in take-off, flight and landing
<h3>Fifth and Sixth Class</h3>	<ul style="list-style-type: none"> - Select and link a range of gymnastics actions to travel on the floor and on apparatus - Practice and perform a range of skills - Produce and perform more complex sequences with a partner on the floor and using apparatus - Show controlled take off, flight and landing - Produce group sequences

1. Warm-Up activities and games

- ❖ Colour Run
- ❖ Shape Stop
- ❖ Walk Stop Wiggle Sit
- ❖ Shape Detective

Shape Outline



Wide



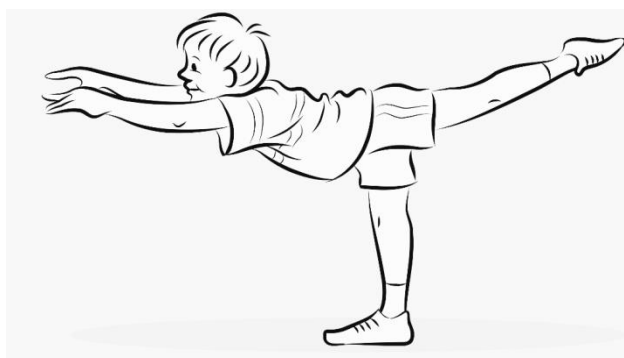
Tall



Round/Small

Balancing on body parts

Call out a number. Each child must balance on that number of body parts.



One body part



Four body parts

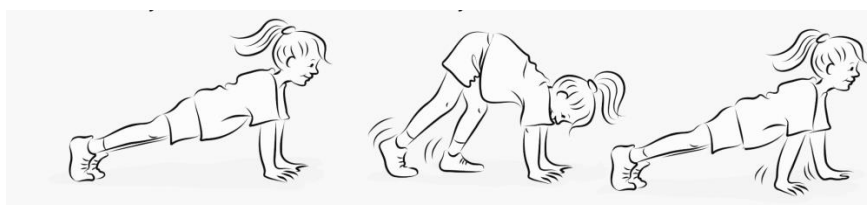
2. Travelling through space

- ❖ Dynamic music warm-up
- ❖ Direction, pathways, speed, levels
- ❖ Travelling on hands and feet (benches)
- ❖ Transferring weight

Bear Walk



Caterpillar Walk



Tuck Roll

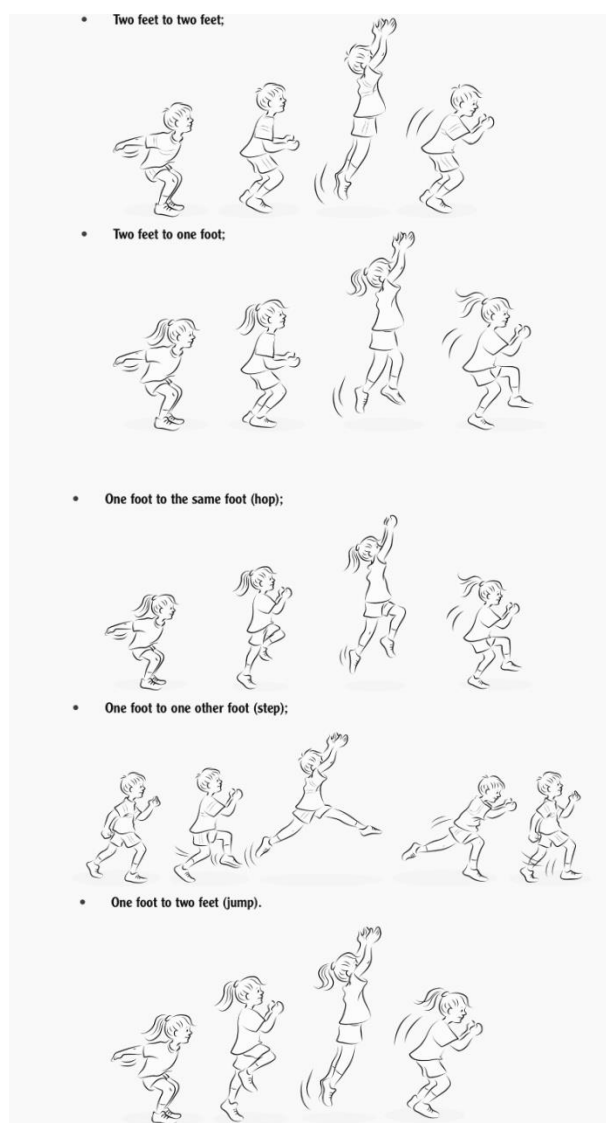


Donkey Kick



3. Jumping, Turning and Landing

- ❖ Jump in, jump out, circle game
- ❖ Spot jumps
- ❖ Run jump run. Run air shape run.
- ❖ N-S-E-W turns
- ❖ Run turn run



4. Balance, Poise and Co-ordination

- ❖ Balance the beanbag on different parts of your body
- ❖ Body balances

Image taken from :

Tiny Tumble Body Shapes | Gymnastic stretches-poses for kids

Body Shapes



Ta-Da



Pike



Lunge



Tuck



Donkey Kick



Candlestick



Push-up



Table



Arabesque



Hollow



Freeze



Slide



Flamingo



V-Sit



Rest

Selection of balances:

Counterbalances

Working in pairs – partners A and B

(a) **Sinking movement**

The partners stand and face each other with feet about 30cm away from each other. Clasp each other's wrists and with arms outstretched, they both lower into a sitting position and back to standing. Repeat.



(b) **Seesaw movement**

The partners sit on the floor facing each other. Sitting on each other's feet, they clasp wrists and, with arms outstretched, rock with a seesaw action. Repeat.



Standing balances

(a) **Working individually**

Stand erect. Transfer the weight onto one foot. Raise the other foot to the front, to the back and sideways.

(b) **Arabesque**

Working in pairs – stand on one leg, facing your partner. Lift the other leg and straighten.

(c) **Wine glass**

Working in pairs – stand side by side with your partner, stretch the inside arms in the air with the palms touching. Keep your weight on the inside foot.



Pair balances

Horizontal pairs

The base lies on the floor with the knees bent. The top lies on the stomach with the feet on either side of the partner's head and with the hands under the shoulders. The base places his/her upturned palms under the ankles of the top and clasps firmly. On a count of three, the base pushes up his/her arms to straighten them while at the same time the top pushes up with arms as if to do a push-up.

Hold the balance for a count of three.



Hands and knees balance – In pairs

The base lies on the floor with knees bent and legs together. The top approaches from behind, leans forward and grasps the knees of the base. The base places upturned palms below the knees of the top. On a count of three, the base straightens her/his arms and the top balances lengthways.



5. Strengthening/Conditioning exercises:

a) Bunny jumps

- Stand, crouch low and jump two feet to two feet forward for five jumps.
- Remember to remind children to land with squashy legs, i.e. knees bent and as quietly as possible.

b) Wall Jumps

- stand sideways to a wall.
- stretch up the inside arm as far as possible and to note the point the fingers reach;
- bend the knees and jump to try to touch a point above it.
- Land on the balls of the feet, knees bent.

c) Back to back

- Sit in twos, back to back.
- With knees bent, the pairs rise to standing and return to sitting.

d) Half press-up

- Place hands and knees on the floor with the back facing the ceiling.
- Press the palms of the hands into the floor and straighten the arms and to keep the upper body as long and straight as possible;
- Tighten the body for five seconds, holding this position, i.e. a half press-up position.

e) Circle walk

- Place hands and feet on the floor, with the back facing the ceiling.
- Keep the body as long and as straight as possible and walk the hands around in a circle keeping the palms of the hands flat on the floor.
- The feet should swivel around on the toes while remaining in position.

f) Bench Steps

- Step up and down on the bench slowly, leading with the right foot for ten steps, then leading with the left.
- Stand to face the bench.
- Hold in the muscles of the tummy.
- Look straight ahead.

g) Skipping

- Skip with individual ropes.
- Explore ways of skipping on the spot; moving forward.

h) Sit ups

- Lie with knees bent and feet flat on the floor.
- Move hands up along thighs until they hit knees.
- Emphasis is placed on not pulling head/neck up towards knees.

i) Selection of rolls

- Teddy bear roll
- Tuck roll
- James bond roll
- Pencil roll

6. (a) Creative Sequencing

- ❖ Create and perform a gymnastics sequence.
- ❖ Use apparatus and include:
 - Starting position
 - Movement variations
 - Shapes
 - Balances
 - Twists
 - Turns
 - Partner work
 - Strong finishing position





(b) Station Teaching

STRAND: Gymnastics

CLASS LEVEL: Fifth & Sixth Class

LESSON: 4

PAGE: 4

DEVELOPMENT		
ORGANISATION	ACTIVITY	TEACHING POINTS
<p>Lay out the apparatus as below for four stations. The children work in pairs. Place the activity cards at each station. Rotate the groups.</p>  <p>Station 1</p>  <p>Station 2</p>  <p>Station 3</p>  <p>Station 4</p>	<p>Station 1 – Alongside each other Moving side by side, the children in each pair travel to the benches, step onto the benches and hold a balance on the benches. Jump off with a full turn and perform a forward roll/stretched roll on the mat.</p> <p>Station 2 – Behind each other Moving one after another, the children in each pair climb onto the frame, travel along the ladder using the hands to hang from the ladder. Stop, hang and show a symmetrical shape.</p> <p>Station 3 – Balances Revise the handstand and the cartwheel.</p> <p>Station 4 – Create your own sequence As a group, the children create a sequence using symmetrical and asymmetrical movements on the mats.</p>	<ul style="list-style-type: none"> The children make their movements and balances either symmetrical or asymmetrical. Encourage the children to hold the shape for a count of three. The children practise in pairs acting as a support for each other where necessary.

7. Safety In Gymnastics

The Forward Roll - Infants

Preliminary activities:

1. Animal walks – strengthening exercises
2. Pencil, log and egg/tucked roll
3. Rocking and Rolling exercises

Teaching Points:

- ❖ The child should stand with feet apart and place the palms of the hands flat on the mat with the fingers forward.
- ❖ With bottom/hips held high, tuck the head in and look backwards through the legs.
- ❖ Bend the knees, lower the head and with a push from the feet, roll like a ball onto the shoulders and upper back.
- ❖ Continue to roll to arrive on the feet.
- ❖ Stretch arms upwards and forward to help achieve the final standing position.



Teaching Points:

Emphasise to the children the need to look back through the legs.

The child's head does not touch the mat.

The children who are not comfortable performing a forward roll can opt to perform stretched or tucked rolls.

It is advisable not to allow the children to perform more than four or five rolls.

Backward roll – 1st/2nd Class

Preliminary activities:

1. Animal walks – strengthening exercises
2. Pencil, log and egg/tucked roll
3. Rocking and Rolling exercises

Teaching points:

- With the back facing the mat, crouch down.
- Keep the hands close to the shoulders, near the ears with the palms facing the ceiling.
- Rock backwards onto the back.
- Place the palms onto the mat and press down.
- Roll over.

Initially, some children may only be able to bring their legs over their shoulders.

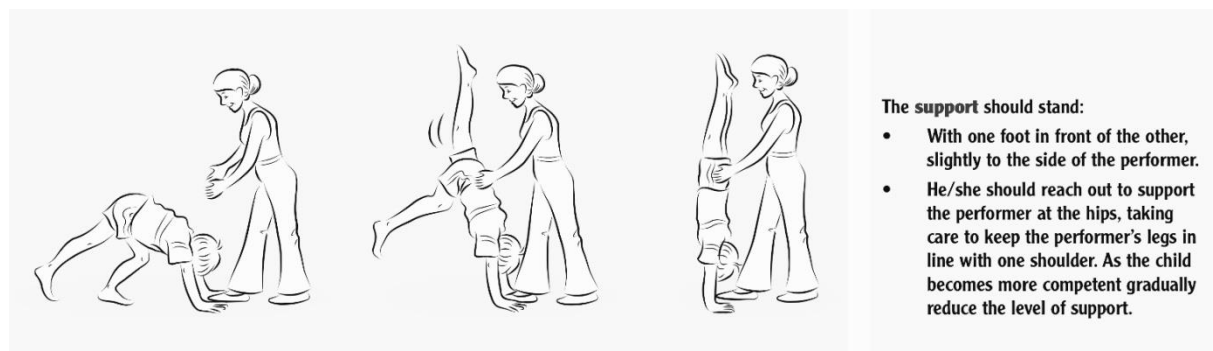
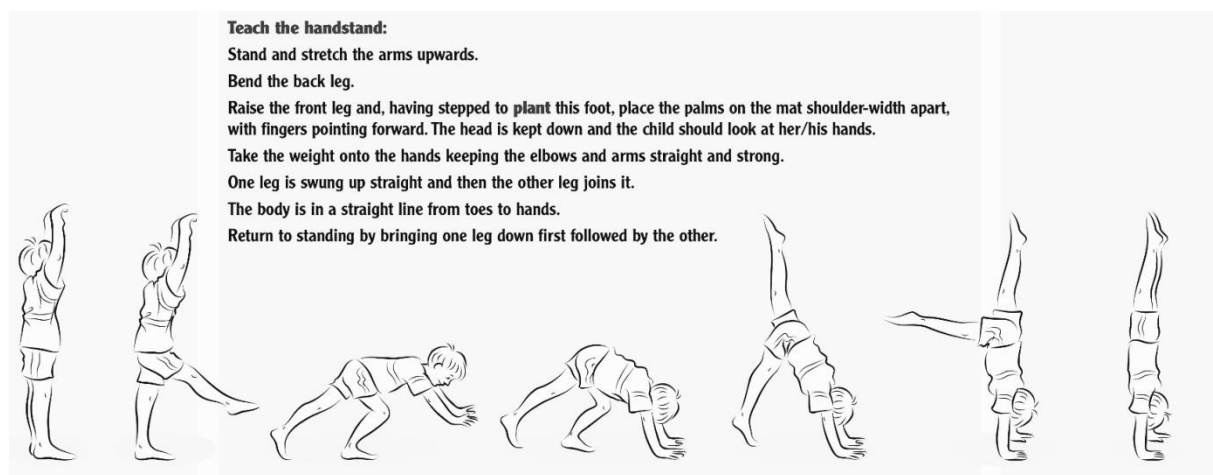


The Handstand – 5th/6th Class

Preliminary activities:

1. Arm strengthening exercises – circle walks, squat jumps, primary push up
2. Donkey kicks
3. Bunny hops

Teaching Points:



Cartwheel – 5th/6th Class

Preliminary activities:

1. Arm strengthening exercises – circle walks, squat jumps, primary push up
2. Donkey kicks
3. Bunny hops

Teaching points:

- Stand with the arms lifted, facing along the mat.
- Take a long step on one foot while the other foot pushes off the ground.
- Reach with the hands to place the first hand on the floor in line with the foot.
- Place the second hand beyond the first hand.
- Wheel the legs over the hands.
- Push from the second hand to stand on the second foot.



Support:

- Remind the children that the cartwheel sequence is: foot – hand – hand – foot – foot.
- It might be useful to chalk out this sequence on the floor/mat.
- The children may start from the left or from the right.
- Use chalk marks on the mat to help the children with the correct sequence of hands and feet.
- Ask the children to identify the point in the cartwheel when the shape is symmetrical.
- The support stands where the child's hands will be placed and provides support by holding the child at the hips, if needed.
- If the children are having a problem with hand-foot coordination, it can be useful to practise the sequence using a bench.
- The support stands where the child's hands will be placed and provides support by holding the child at the hips, if needed.

References

- ★ Physical Education Curriculum (1999)
- ★ Physical Education Curriculum Teacher Guidelines (1999)
- ★ PSSI lesson plans for Gymnastics, available from www.pdst.ie/PSSI-Lessons
- ★ Be Active After School Programme, www.beactiveasap.ie
- ★ Professional Development Service for Teachers www.pdst.ie/Gymnastics

Further Resources available from

- ★ Irish Primary Physical Education Association (IPPEA) www.irishprimarype.com
- ★ Active School Flag www.activeschoolflag.ie/physical-education.html

Equipment required for this workshop

Movement spots	Blindfold	Music and speakers
Benches	Gymnastics mats	N,S,E,W signs
Beanbags	Laminated images of partner shapes	Station cards