

# Primary Gymnastics



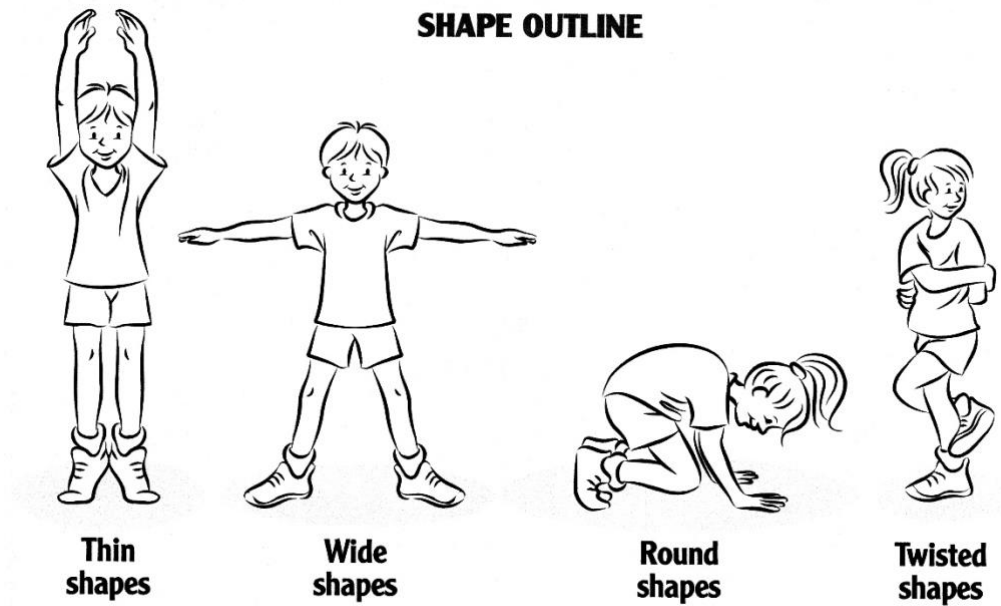
**Ciara Delaney**

# Primary Gymnastics

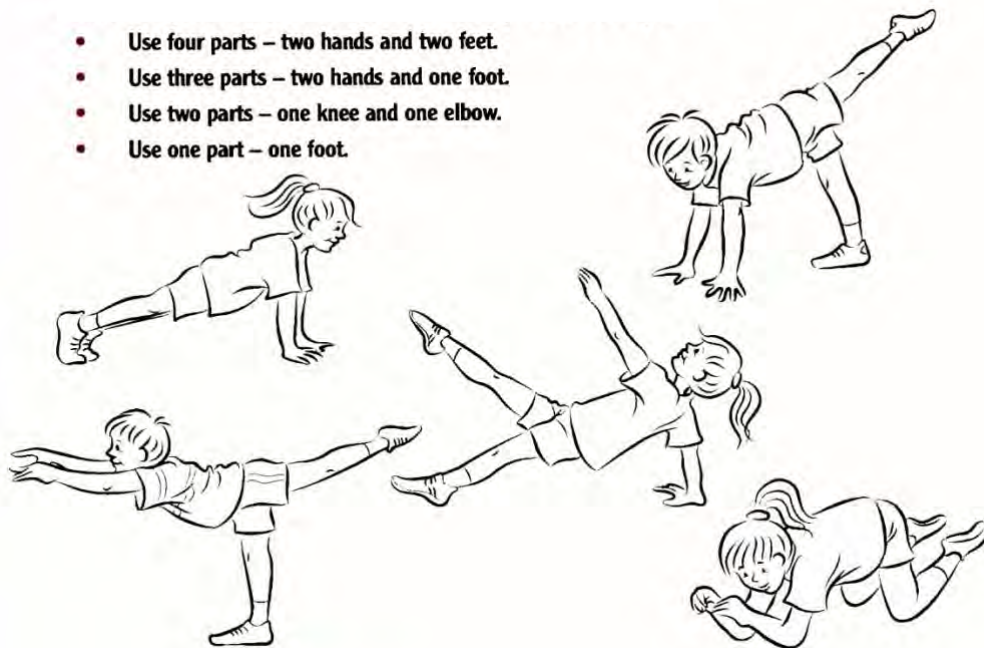
1

## Warm-Up activities and games

- ★ Colour Run
- ★ Shape Stop
- ★ Shape Detective



- Use four parts – two hands and two feet.
- Use three parts – two hands and one foot.
- Use two parts – one knee and one elbow.
- Use one part – one foot.

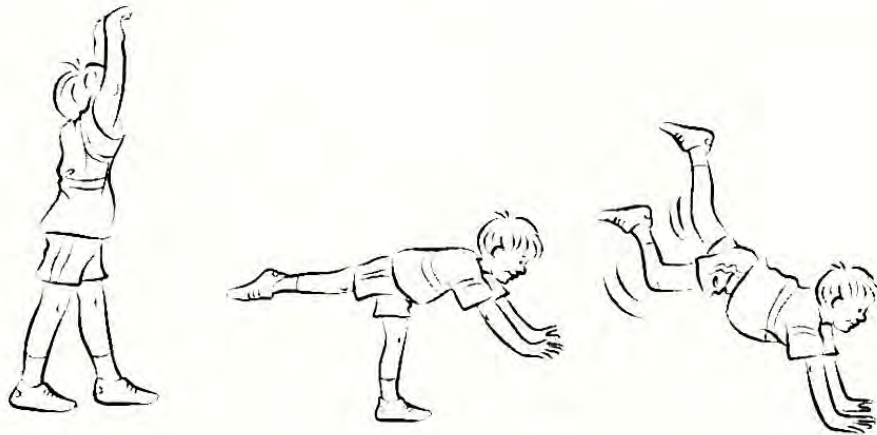


# Primary Gymnastics

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## Travelling through space

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



# Primary Gymnastics

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## Jumping, turning and landing

- ★ Jumping Game 1,2,3,4,5,6,7,8
- ★ Jump in Jump out circle game
- ★ Spot Jumps
- ★ Progressive jump and land activity.
- ★ N-S-E-W turns.
- ★ Run turn run.



- One foot to the same foot (hop);



- One foot to one other foot (step);



- One foot to two feet (jump).



- Two feet to two feet;



- Two feet to one foot;





# Primary Gymnastics

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## Balance, Poise and Co-ordination (benches)

★ Balance the beanbag on your head/shoulders, back, etc.

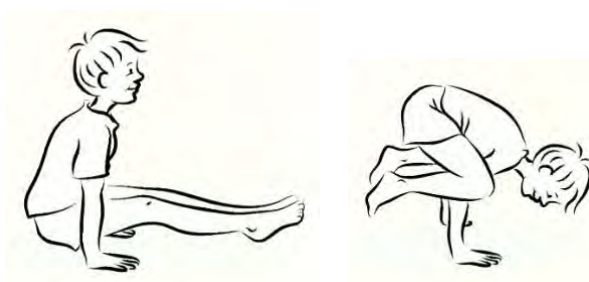
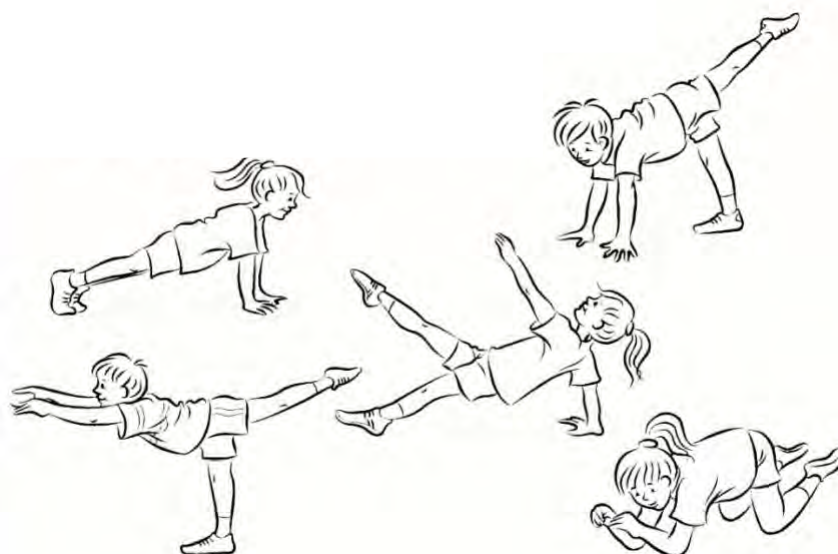
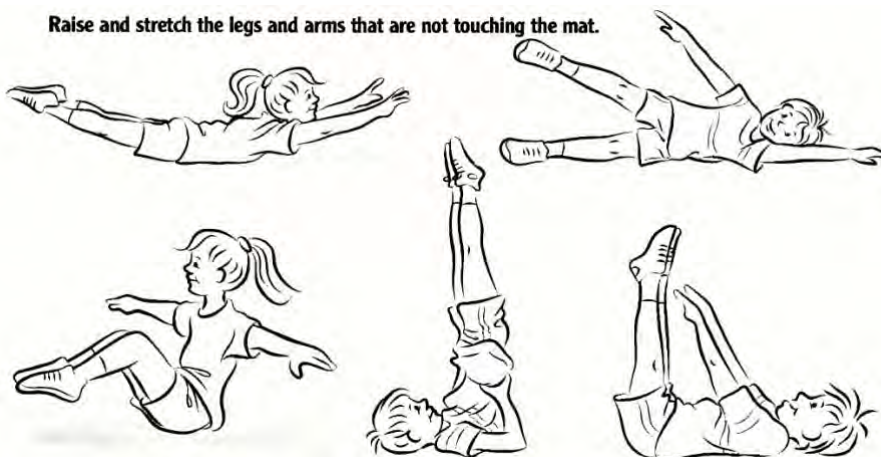
★ Body balances:

Seat balances: rock, boat, bat, arm lift, bridge, reverse plank, wheel, crow, and plank

Standing balances: squat, leg lifts, tree, and airplane, arabesque

Partner balances: Sinking, double boat, horizontal pairs, and arabesque, create!

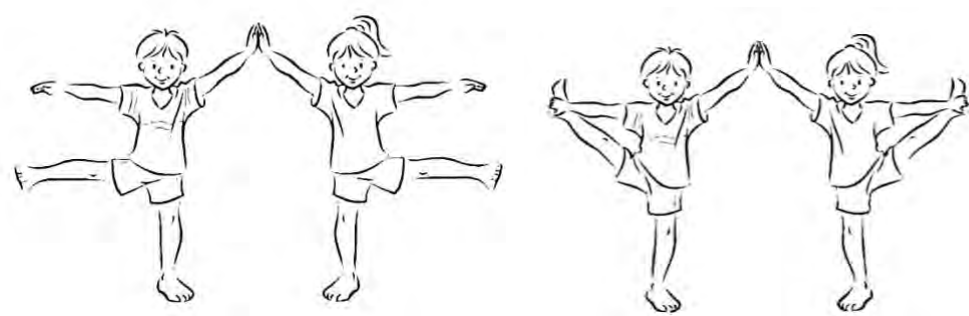
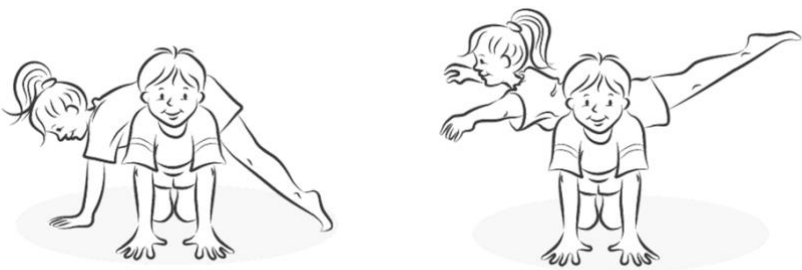
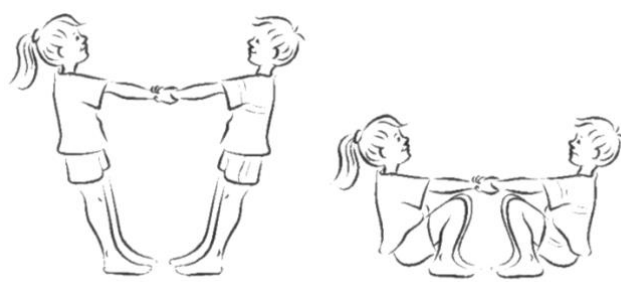
Raise and stretch the legs and arms that are not touching the mat.



# Primary Gymnastics

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## Partner and Group Shapes



# Primary Gymnastics

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### Creative Gymnastics Sequencing

Create and perform a gymnastics sequence. Use apparatus and include:

- ★ Starting position
- ★ Movement variations: form, direction, pathway, level.
- ★ Shapes
- ★ Balances
- ★ Turns
- ★ Partner work
- ★ Strong finishing position

### Sample Sequences for Groups:

STRAND: Gymnastics

CLASS LEVEL: Fifth & Sixth Class

LESSON: 6

PAGE: 4

| ORGANISATION  | ACTIVITY   | TEACHING POINTS  |
|---|--|--|
| <p>The children are organised into groups of nine.</p> <p>Place two mats together, four pairs at each set of mats.</p> <p>Place all the activity cards at each set of mats – no need to rotate the groups.</p> <div data-bbox="140 1249 274 1346"><p>X Z<br/>X Z<br/>X Z<br/>X Z</p></div> <p>Two mats placed side by side.<br/>Four pairs.</p> | <p><b>4 Sequences</b></p> <p>The children perform the following sequences as called by one child in the group. (The children take turns doing this.)</p> <p><b>Sequence 1 – group of eight; four pairs</b></p> <p>All make a two-footed jump into the centre. Perform an arabesque balance with the person opposite. Then balance on the partner's thighs and counterbalance. The tops step down and the bases stand up. All stand up. Jump a half turn and return to the original position.</p> <p><b>Sequence 2 – four pairs</b></p> <p>The pairs stand sideways to the mat and look in the direction of the arrow. Side-skip onto the mat. Each child jumps with a quarter turn to the right so that the pairs stand one behind the other. At the count of three, the pairs make a hands and knees balance. On completion, all stand. The base jumps with a half turn to the right to face his/her partner. Each pair then makes an arabesque pose. The first three pairs make a bridge with their hands and allow the last pair to come through. The group continues to make the bridge until they have all left the mat.</p> <p><b>Sequence 3 – four pairs</b></p> <p>The pairs stand sideways to the mat and look in the direction of the arrow. All Zs are bases, i.e. they lie on the back. All Xs are tops, i.e. they lie face down. Sidestep onto the mat. All Zs jump a quarter turn to the left. All Xs jump a quarter turn to the right. The opposite partners perform a horizontal pair balance. All stand. All jump a half turn to face each other and take one step towards each other. Perform a balance on the thighs with the opposite partner. All stand. All jump a half turn and step off the mat.</p> <p><b>Sequence 4 – four pairs (with or without mats)</b></p> <p>All stand back to back, about one metre away from each other. All jump a half turn to face each other. Perform a wine glass pose with person next to you. Perform an arabesque pose with the partner opposite. Take one step towards each other and perform a sinking movement with the partner opposite. All stand and jump a half turn away from each other. Step back to the starting position.</p> <p><b>Sequence 5 – four pairs</b></p> <p>Create your own sequence.</p> <p><b>6 Cool down</b></p> <p>Visit your cool down bank.</p> | <ul style="list-style-type: none"><li>• Remind the children to have definite starting and finishing positions and to hold all balances for a count of three.</li><li>• Encourage the children to consider ideas on how to synchronise their movements.</li></ul> |

# Primary Gymnastics

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### Teaching points for Forward Roll and Backward Roll

#### Forward roll

##### Preliminary activities:

- Animal walks – strengthening exercises
- Pencil, log and egg/tucked roll
- Rocking and Rolling exercises

##### Teaching points:

The child stands with feet apart, 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 the arms upwards and forwards to help achieve the final standing position.

- Keep the knees close to the chest.
- The head should be kept tucked in and should not touch the mat.
- Identify children with difficulties.

*Reference: PSSI Lesson notes: Infants, L5*

#### Backward roll

##### Preliminary activities:

- Animal walks – strengthening exercises
- Pencil, log and egg/tucked roll
- 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.

*Reference: PSSI Lesson notes: 1<sup>st</sup>/2<sup>nd</sup> class, L5*



# Primary Gymnastics

## Teaching points for Handstand and Cartwheel

### Handstand

#### Preliminary activities:

- Arm strengthening exercises – circle walks, squat jumps, primary push up
- Donkey kicks
- Bunny hops

#### Teaching points:

Stand and stretch the arms upwards. Raise the front leg and, having stepped to plant this foot, place the palms on the mat shoulder-width apart, with fingers pointing forward. The head is kept down and the child should look at the hands. Take the weight onto the hands keeping the elbows and arms straight and strong. One leg is swung up straight and then the other leg joins it. The body is in a straight line from toes to hands. Return to standing by bringing one leg down first followed by the other.

The support should stand:

- With one foot in front of the other, slightly to the side of the performer.
- He/she should reach out to support the performer at the hips, taking care to keep the performer's legs in line with one shoulder. As the child becomes more competent gradually reduce the level of support.

*Reference: PSSI Lesson notes: 5<sup>th</sup>/6<sup>th</sup> class, L1*

### Cartwheel

#### Preliminary activities:

- Arm strengthening exercises – circle walks, squat jumps, primary push up
- Donkey kicks
- 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.

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.

*Reference: PSSI Lesson notes: 5<sup>th</sup>/6<sup>th</sup> class, L4*

## DEVELOPMENT

### ORGANISATION



Station 4



Station 5

#### Station 4

Bounce to the mat. Balance on hands and feet. Climb up the frame using hands and feet and down the other side. Walk back to the beanbag.

#### Station 5

Practise the forward roll.

**N.B.** This is a teaching station.

The child stands with feet apart, 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 the arms upwards and forwards to help achieve the final standing position.



To help a child who has difficulty getting into a standing position, stand in front of the child with one foot forward, lean forward, grasp the wrists of the child and pull the child to a standing position.

### TEACHING POINTS

- Keep the knees close to the chest.
- The head should be kept tucked in and should not touch the mat.
- Identify children with difficulties.

## DEVELOPMENT

### ORGANISATION

★ Task 4



Station 5



### ACTIVITY

#### Task 4

Travel to and along the bench, stop at the end of the bench, jump off and land. Crouch and forward roll on the mat and jump to standing.

#### Station 5

##### Teach the backward roll

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.



### TEACHING POINTS

- To support the child:
  - kneel at the right side of the child and just behind;
  - place the palm of the right hand on the small of the back – the child will roll onto your hand;
  - the teacher pushes the child to complete the roll.
- For left-handed teachers kneel to the left of the child and use the left hand.
- Initially, some children may only be able to bring their legs over their shoulders.

# Primary Gymnastics



## DEVELOPMENT

### ORGANISATION



Station 4



#### Station 4

##### Revise the handstand:

Stand and stretch the arms upwards.  
Bend the back leg.

Raise the front leg and, having stepped to plant this foot, place the palms on the mat shoulder-width apart, with fingers pointing forward. The head is kept down and the child should look at her/his hands.

Take the weight onto the hands keeping the elbows and arms straight and strong.

One leg is swung up straight and then the other leg joins it.

The body is in a straight line from toes to hands.

Return to standing by bringing one leg down first followed by the other.



### TEACHING POINTS

- The teacher remains at this station.



#### The support should stand:

- With one foot in front of the other, slightly to the side of the performer.
- He/she should reach out to support the performer at the hips, taking care to keep the performer's legs in line with one shoulder. As the child becomes more competent gradually reduce the level of support.



## ORGANISATION

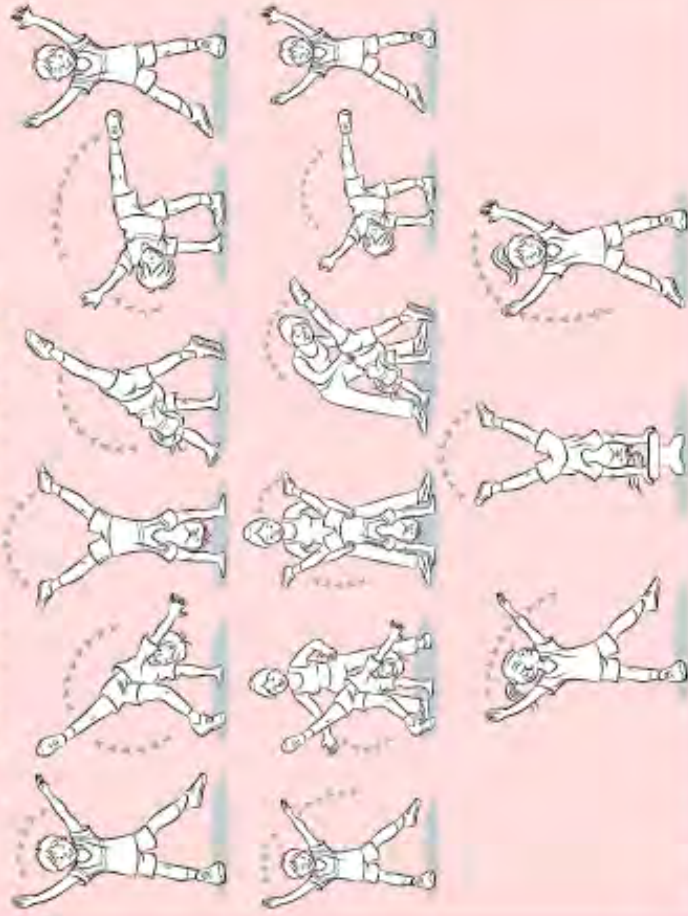
Mark the hands feet sequence on the mat as shown below.



## ACTIVITY

### 3 Teaching station – teach the cartwheel

- (a) Revise the handstand.
- (b) Teach the cartwheel
  - 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.



### 4 Cool down

Visit your cool down bank.

## TEACHING POINTS

- Remind the children that the cartwheel sequence is: foot – hand – hand – foot – foot.
- 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.

# Primary Gymnastics

## References

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

## Further Resources available from

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

## Presenting this workshop at a Community of Practice Event:


Positive movement experiences form the basis for the child's motivation to explore gymnastics. Participating in the activities should be a fun experience for the teachers at the workshop, and in turn, the children in their classes! It is important that the teachers feel safe in their learning environment and experience success during the workshop. Activities should be fun and non-competitive, and teachers should feel comfortable to opt out of any particular activity.

As with any teaching and learning program, remind the participants that all activities can be modified and changed to suit the needs of the children in their class. Younger children naturally need variety to maintain interest and concentration over shorter periods of time. Invite teachers to familiarise themselves with the curriculum objectives for gymnastics for their class group. Children also need to be given the time to explore solutions to movement concepts in creative and independent settings. Skills should be taught in a developmental sequence and gymnastic movements are often easier to understand and complete when broken down into sequential steps.



# Primary Gymnastics

Suggested timeframe for presenting this workshop:

|  |  |
|--|--|
| <b>3:30pm</b><br>15min   | <ul style="list-style-type: none"><li>★ <b><u>Introduction</u></b><br/>Welcome participants and introduce yourselves!<br/>Tea and coffee for participants in a room close to (or in) the PE hall.<br/>Short discussion: what other workshops would participants be interested in attending for the remainder of the year? (Jot these down)<br/>Inform participants about paperwork: mileage claim forms/evaluation forms etc.</li></ul>                      |
| <b>3:45pm</b><br>10 min  | <ul style="list-style-type: none"><li>★ <b><u>Warm-Up activities and games</u></b><br/>Colour Run<br/>Shape Stop<br/>Shape Detective</li></ul>   |
| <b>3:55pm</b><br>15 min  | <ul style="list-style-type: none"><li>★ <b><u>Travelling through space</u></b><br/>Dynamic music warm-up<br/>Direction, pathways, speed, levels sequence<br/>Travelling on hands and feet (<b>benches</b>)</li></ul>   |
| <b>4:10pm</b><br>15 min  | <ul style="list-style-type: none"><li>★ <b><u>Jumping, turning and landing</u></b><br/>Jumping Game 1,2,3,4,5,6,7,8<br/>Jump in Jump out circle game<br/>Spot Jumps<br/>Run jump run. Run air shape run.<br/>N-S-E-W turns.<br/>Run turn run.</li></ul>  |
| <b>4:25pm</b><br>15 min  | <ul style="list-style-type: none"><li>★ <b><u>Balance, Poise and Co-ordination</u></b><br/>Balance the beanbag on your head/shoulders, back, etc.<br/>Body balances<br/>Seat balances: rock, boat, bat, arm lift, bridge, reverse plank, wheel, crow, plank<br/>Standing balances: squat, leg lifts, tree, airplane, arabesque<br/>Partner balances: Sinking, double boat, horizontal pairs, arabesque, create!<br/>Transferring weight</li></ul>            |
| <b>4:40pm</b><br>15 min  | <ul style="list-style-type: none"><li>★ <b><u>Creative Gymnastics Sequencing</u></b><br/>Create and perform a gymnastics sequence. Use apparatus and include:<br/>Starting position, movement variations, shapes, balances, twists, turns, partner work, rolls and a strong finishing position.</li></ul>  |
| <b>4:55pm</b><br>25min   | <ul style="list-style-type: none"><li>★ <b><u>Rolls and Handstands</u></b><br/>Practise the various types of basic rolls: pencil/log, teddy-bear, tucked<br/>Revise the forward roll and backwards roll. Use different starts and finishes<br/>Teaching the handstand: a variety of approaches.<br/>Peer teaching circuits: move around the room in pairs completing the activities displayed at each station. Teacher stays at handstand station.</li></ul> |
| <b>5:20pm</b><br>10min   | <ul style="list-style-type: none"><li>★ <b><u>Closure</u></b><br/>Perform a gentle cool down activity<br/>Invite participants to complete evaluations</li></ul>  |