

# Year 6/7 Transition

## Gymnastics



If you've found this resource useful, visit our website for more information on our whole school My PB resource and training.

[www.youthsporttrust.org/mypersonalbestpri](http://www.youthsporttrust.org/mypersonalbestpri)



### Learning Intention:



1. Be courageous to link gymnastic actions together including those that are tricky.



2. Cooperate effectively in pairs to practise and develop a gymnastic sequence.



3. Evaluate the success of your gymnastic performance and know what to do to improve.



### Social Connectedness:

Individually create and perform for a partner, combine your routine with a partner and perform as a pair. Share your ideas and discuss how to create the best routine. Evaluate the actions together and discuss how to improve.



### You will need:

Visual examples of symmetrical and asymmetrical balances - use balancing examples from home learning cards. You can find them at [www.youthsporttrust.org/pe-home-learning](http://www.youthsporttrust.org/pe-home-learning) You will also need some rhythmical music.



### Current Guidance:



- Ensure every child washes their hands before and after the lesson.
- Maintain physical distancing with all children at least 2 metres apart.
- Wherever possible do not use equipment - any essential equipment used must be cleaned before and after use.
- Outdoor PE is preferable, but if indoors make sure the space is well ventilated.



### Links to Learning:

- Think about something courageous that you have done each day. Can you keep a journal or diary of your courageous actions even the little ones! Look back at the end of the week and praise yourself.
- What could you do at home each day to cooperate with someone in your family? Think about how this helps everyone.
- Evaluate your successes at school and home each day, and praise yourself. Think about something that you want to improve on, and decide what you need to do to achieve it. It can be anything!

### STEP: Space Task Equipment People

- Change how the children work in their space in relation to one another for extra challenge. Could they include mirroring, working side by side or even back to back?
- Support children with pictures of symmetrical or asymmetrical balances for ideas.
- Focus on either symmetrical or asymmetrical shapes to make the task less challenging.
- Children could be challenged to perform their sequences rhythmically to music for extra challenge.



## HEALTHY ME

### Courage

“the ability to do something that you find difficult”

Find as many different ways to balance on different parts of your body. Then find ways to balance on:

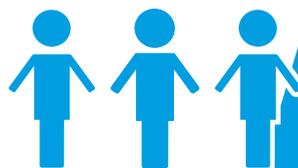
- the most body parts
- the smallest body part
- the least body parts
- the largest body part

Can you perform the balances standing and low to the ground? Can you perform the balances in an inverted position (upside down)?

Explore making symmetrical and asymmetrical shapes with your body. What does this mean?  
Symmetrical = the same on either side of the body.  
Asymmetrical = different on either side of the body.

Choose three symmetrical and three asymmetrical shapes and practise them. Show courage in your actions and choose two shapes that you find tricky. Use these tips to help you:

- Squeeze tummy muscles
- Keep your head up and look straight ahead
- Tense other muscles
- Focus your eyes on something still



## SOCIAL ME

### Cooperation

“the action of working together, helping each other to achieve a goal”

Spend time practising your symmetrical and asymmetrical balances.

Now face the person nearest to you whilst staying in your own space.

Teach your balances to each other, and practise and perform them at the same time using mirroring.

How will you ensure you are cooperating effectively?

What might you need to do?

Cooperate again by choosing six balances that must include ideas from both partners.

Practise and refine your six balances together by mirroring each other.



## THINKING ME

### Evaluation

“assess the effectiveness of something and make judgements about how to improve it.”

Now you have your six symmetrical and asymmetrical shapes with your partner, add in two turns and two jumps.

Evaluate the success of these actions:

- Do they allow the sequence to flow well?
- If the sequence does not flow well, how can they be changed so that it does?

Practise and refine again using mirroring. Don't forget the top tips to help with your tricky balances.

Evaluate the quality of your performance with your partner:

- Are the actions performed in unison?
- Are the actions performed with good control?
- What could you do to improve unison and control?