

Gymnastics: Working with a Partner

Pupils should be given the opportunity to apply and develop their range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.

Objectives/Learning Outcomes:

- Children will be able to create and perform a sequence with a partner.
- Children will be able to use following and mirroring actions.
- Children will be able to comment on sequences and suggest improvements that could be made.
- Children will be able to work safely and co-operatively in pairs.

Duration: 45 minutes

Number of Players/Participants: Groups 4-6

Material/Equipment: mats, benches, 6 hoops, further items of low apparatus.

Environment/Space: Gym/Hall

Additional Staff: Learning support where appropriate

Health and safety

- Do the children's clothing and footwear help their learning and keep them safe?
- Is the space safe and clear enough to work in?

Are the children aware of others when they are moving and working?

- Have all the children warmed up and cooled down properly?

Description of Activity:

Warm up/Introduction

- In small groups of 4-6, pupils form a line. Pupils jog around the room, snaking from one side to the other, using all the space but remaining in a line. On command 'swap', the child at the back runs to the front of the line and becomes the leader.

Organise pupils into pairs. Ask pupils to face one another nominating one to act as a mirror. With one pupil leading (the mirror) their partner needs to copy the actions exactly with the same speed and direction. Change over roles.

- Look for children concentrating and using slow, smooth and exact movements.

Can they add jumps to the mirroring actions.

Choose pairs to demonstrate to the class and set the class the challenge of deciding who is the leader and who is the follower.

Development

- Provide pupils with mats, a bench, hoop and another item of low apparatus for each group of 4-6 children.
- Ask pupils to design the layout of their apparatus so that there are many starting places and interesting pathways.

Set the task for the pupils to work with a partner to create a sequence of 5 components involving 3 modes of travelling and 2 jumps. The sequences must show control of movement and balances, flow and the use of different levels, speeds, directions and shapes (changes).

- Encourage pupils to use individual actions, following a leader and mirroring techniques to create their sequence. Ensure they have a clear beginning and ending and smooth movements joining actions together.

Extension Task(s)

- Ask each pair to teach their sequence to the other pair(s) in their group.
- Encourage children to comment on performance and to suggest 1 change to be made to improve or add to the sequence.
- Both sequences can be practiced by both pairs for perfection and later performance.

Pupils could devise a sequence for 4 children to perform, showing individual, following and mirroring actions.

Concluding Activity

- Select pairs to perform their sequences.
- Ask the class to comment on the performances: clarity of beginning and ending, smoothness of movement, quality of jumps and landing, use of all the space etc.

Suggest aspects to improve as well as commenting on the creative development of sequences.

Ask the pairs to talk about how their apparatus layout helped or hindered their sequence and movement choices.

What changes would they make to the lay out of apparatus?

Cool down

Once the apparatus is away, repeat the game from the warm up with children following a leader around the hall. Ask children to find different ways of travelling to lead - skipping, jumping, hopping etc. Gradually ask the children to slow down their movement to calm activity; slow walking etc.

Assessment Cues:

Can children work with a partner, following and mirroring?

Can children teach their sequence to others?

Can children comment on performance and respond to improvements suggested?