Moving Matters endorses the QCA research into blocking of lessons in physical education. This means in practice that pupils would be presented with both lessons per week on the same curricular aspect (e.g., Gymnastics), for a period of 7-9 weeks. This ensures good security and depth of knowledge and understanding as well as skills. This approach makes a significant impact on standards of attainment, pupil progress and achievement. QCA also recommends a total of between 8-12 hours teaching time per unit of work [see QCA Scheme of Work].

Pupils in schools should always work in gymnastics (and dance) with bare feet when the floor is smooth and splinter free. Dirty feet as a result is not a safety matter but rather a matter of ensuring a better cleaning regime. This is because plimsolls prevent really skilful and fine footwork. Often plimsolls are too small, too large or generally ill-fitting. They also do not permit the foot to bend round and grip bars when using apparatus. Children should never be allowed to work in socks only – this is too dangerous.

No jewellery should be worn for physical education at all. If the child cannot remove their jewellery then they cannot take part safely in gymnastics. When pupils work in bare feet the ear-ring becomes a liability if it falls out for example. Taping the ear by the pupil or parent prevents the ear-ring falling out but the teacher must risk assess exactly what the pupil can safely participate in.

Clothing should allow movement but not be baggy and loose fitting. Hair should be tied up if long in both boys and girls. Moving Matters does not promote pupils participating in PE in pants and vest, but rather promotes pupils being asked to change into PE kit. This fits with the Early Learning Goals and young children become independent.

The Learning Objectives should be shared with the pupils so that they have a clear understanding of what is to be covered. Teachers can use a variety of strategies such as W.A.L.T. or W.I.L.F. but they should insure that all pupils understand what they are doing, where they are going and how to get there.

The lesson should be planned and follow a definite structure. This supports the three part lesson approach with the plenary at the end to consolidate learning and identify any misconceptions. Floorwork should develop into apparatus and schools should avoid the procedure of one lesson a week on floorwork and one on large apparatus as the pupils need time to consolidate skills before moving onto the apparatus.

Purposeful and active lessons with the task clearly defined so that children understand easily are what should happen in our Primary schools. Use a variety of teaching strategies. If possible plan to allow the pupils to experience the following within each lesson to insure regular reinforcement and skill development:

- Rolling
- Taking weight on hands
- Sensitive use of the feet
- Jumping and landing
- An increase in heart and breathing rate
- Flexibility and body tension
Children need to contribute to their own learning through demonstration, discussion, suggestion, evaluation and observation. This is reflected in the four core strands of learning identified in the National Curriculum for Physical Education and also reflected in the Expectations and Attainment Levels.

Good organisation of apparatus for example- ease of access to apparatus, handling of apparatus in a safe and efficient manner.

Sufficient apparatus, appropriately placed will avoid queues or time wasting. There is guidance later on in this document as to how to best achieve this in your teaching. There are two approaches which are commonly used when teaching children on apparatus:

1. Rotation approach
2. Whole area approach
(Encourage continuous movement around and on apparatus to avoid queues whichever approach is favoured).

The lesson should form part of a planned Unit of Work, as part of a planned Scheme of Work. Visit the Moving Matters website for access to the Gymnastics curriculum online.

Teachers should develop a theme over a period of time so that children can explore the possibilities and practise, adapt and refine their movements. Pupils need time to explore, copy, remember and repeat actions showing control and co-ordination. Their movements need to be linked and show clear beginnings and endings with changes in direction, level and speed.

Apparatus lesson time should be planned and any activity which takes place on apparatus should support the learning activity. If the apparatus does not support the theme (eg wall-bars and a theme of Flight) then it should not be used. Progression from floorwork to apparatus is the expected and is outlined in this document.

Wherever possible teachers are actively encouraged to establish cross-curricular links to other areas of the curriculum. This enables learning to take place from the classroom to the physical education arena and vice-versa.

The teacher’s attitude and enthusiasm is all important in encouraging the correct approach towards physical education. Teachers should change shoes or have bare feet to teach gymnastics. Trousers, tracksuits or a skirt allowing plenty of movement should be worn for safety and ease of movement. Personal physical ability is not vital.

Teachers often develop resources and visual images to support the learning. There are a number of Gymnastics Resource Cards on the web-site and you are free to use and adapt these for your teaching purposes. The Val Sabin scheme of work for gymnastics has easy to use pictures (in silhouette form) which teachers often enlarge and copy for pupils to compare and contrast their performances with.

Specific Safety Advice:

Forward and Backward Rolls and other set skills which place weight on the head or neck should not formally be taught in our schools until the beginning of year 3 and then only once pupils
have had conditioning activities leading towards the development of upper body and arm strength. These can include bunny-hops, crab-walks, monkey walks etc.

Wherever possible the spine should be kept in line and the neck protected. If in any doubt do not teach a skill, seek advice and guidance.

Mats are a piece of apparatus. No mats should be placed as safety surfaces to absorb falls in gymnastics. Mats are pieces of apparatus which are placed for planned activities such as landing and rolling. (See Baalpe Safe Practice in PE and School Sport, pages 94 -96)

Pupils never jump from wall-bars or any non-flat surface. Pupils can jump from surfaces where they can get their whole foot flat so they are prepared for the action. Pupils should not jump from up-turned benches, benches fixed to apparatus or other unstable pieces.

Before teaching Gymnastics teachers should make themselves aware of the safety guidance.

**Demonstration**

The effective use of the visual, auditory and kinaesthetic learning processes are paramount in the successful physical education lesson. Demonstration provides pupils with a visual image as well as being supported by auditory input from the teacher on salient teaching points to facilitate the movement. Demonstration is integral to the teaching process and a prominent strategy in gymnastics teaching.

Demonstration should be seen as a vehicle through which to facilitate greater pupil depth of understanding and knowledge. Children can be taught to observe, evaluate and comment – using contrast and comparison to evaluate their own and others’ performance, suggesting ways to improve it. [NCPE 2000 core strand of learning – Evaluating and Improving]

Question and answer sessions (reciprocal teaching) can help children not only to observe what is right or wrong with a movement, but also to convert it logically into constructive criticism. Through demonstration a child can be guided to observe the crucial teaching points of a skill in order to help themselves and others achieve the correct performance.

Demonstration can also widen a child’s understanding of how to create and adapt ideas from known and practised movements by developing methods of entry and exit, or by altering body shape and speed of execution. The Val Sabin scheme has a selection of resource cards to facilitate this in the yellow section and students are recommended to make these available to the youngsters to facilitate appropriate challenge and extension work.

Having asked a child to demonstrate, the teacher should always make positive teaching points and not criticise movements as being poor or bad. It is always better to give positive praise and then, if necessary, suggest ways of improving upon the performance. A teacher who is positive
and sympathetic with children who demonstrate will always maintain their trust and their willingness to demonstrate again.

**Different uses of demonstration:**

- Showing good work
- Showing a completed sequence
- Showing improved work
- Showing variety of movement in answer to a basic question eg “How can you travel in a sideways direction along the floor?”
- Correcting a basic fault or misconception by the majority of, or the entire class when performing a particular type of movement.
- Showing a simple movement correctly, emphasising the important points.
- Showing the development of an idea or a child’s own creativity.
- Emphasising a particular, fundamental teaching point.
- Improving the quality of the children’s movement
- Showing a class something simply, quickly and visually instead of getting involved in time-consuming, verbose explanations.
- Teaching the class how to get out a new piece of equipment safely and accurately.
- To encourage evaluation of another person’s work.

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**What do we Teach?**

The way that we move in gymnastics can be broadly defined by five main body actions:

*Travelling, Jumping, Turning, Balancing, Making Body Shapes*

This applies to all movement whether performed on the floor or on the apparatus and includes hanging, climbing and swinging [Early Learning Goals – Foundation Stage]

- Hanging – comes under the category of balancing
- Climbing – comes under the category of travelling
- Swinging - comes under the categories of travelling, turning and jumping.
Pupils can combine these so that a roll for example can be seen as a travel and turn with a curled body shape. A cartwheel is a turn with travel and a wide body shape. A jump can be combined with a turn (rotation) and a travel eg a stag jump (body shape as well!)

**Developing Range and Quality**

In the very early stages of development children can discover a wide range of travelling, jumping, turning and balancing movements simply by exploiting how different parts of the body can take weight. (*eg travel on feet, hands and feet, bottom, tummy, side etc.*)

Add to this simple development, an understanding and appreciation of certain principles of movement – Time, Weight, Space, and Flow* – and the range and variety of movement will be increased still further.

[* These principles are those known as Laban’s Principles of Movement]

- **Time**

  This refers to the different speeds, tempo and rhythms used in performing. Changing the speed, timing or rhythm of an activity can significantly change the type of movement which is produced:
  
  - Travelling on feet only – slowly could produce walking
  - Quickly can produce running
  - Rhythmically could produce skipping

  Changing the timing of an agility can also be used as a device for extending a well-co-ordinated or physically able child:
  
  “Can you perform a forward roll very slowly?”
  “From a standing start can you accelerate into a star jump?”
  “Can you think of three ways of travelling using your feet only and then adapt them to show three separate changes of speed – Slow, Medium and fast?”

  Slowing a movement down can also help a pupil to demonstrate their ability to **control and co-ordinate** a movement. The level descriptors in the attainment target for physical education require us to assess pupil’s ability to work with increasing levels of **control and co-ordination**. These lead to words such as **precision and accuracy**.

- **Space**

  This refers to the principles governing three different interpretations of spatial awareness:
  
  1. **General space**
  2. **Personal space**
  3. **Spatial relationships**

  **General Space**
The exploration of general space teaches children how to use the shared space of the hall in relation to others, the apparatus and the floor. It includes developing:

- **Different Pathways** – straight, curving, zig-zag, twisting, spiralling
- **Different Directions** – forwards, backwards, sideways, diagonally, up and down
- **Different Levels** – High, Medium, Low

Movements or agilities can be extended by using the principles of general space:

- “Can you do that movement travelling sideways instead of forwards?”
- “Can you change direction halfway through your movement?”

**Personal Space**

The exploration of personal space (the space around their own bodies into which they can stretch) relates directly to body shape:

- Wide/narrow, stretched/curled
- Twisted, symmetrical/asymmetrical

Extension work for children could include tasks such as:
- “Can you make your legs stay as wide as possible throughout your forward roll?”

**Relationships**

The exploration of spatial relationships refers specifically to the position of the body in relation to:

- **Floor and apparatus** – back/front/side/towards
- **Upside-down**/ right way up

- **Another person** – side by side, back to back, follow me leader
- **Towards**/ away from/over/under

Extension work can come from children including such tasks as:
- “Can you roll away from your partner and jump back together again?”

**Weight**

This principle refers to the degree of muscular effort and tension used in the performance of a gymnastic movement or agility and has a direct bearing on the quality of performance.

At different stages in their development children will relate to words like:

- **Tight** / floppy
- **Strong** / gentle
- **Heavy** / light

A strong explosive muscular effort is needed to launch the body into the air for a jump.
Children can be further extended through development of body tension and extension during the flight:

*Eg “Hold a stretched, star jump in the air”*

Pupils will understand and use words which relate to quality such as:
- **Pointed toes**
- **Stretched fingers**
- **Head up**
- **Extension**
- **Body tension**

**Flow**

This principle refers to control and the continuity of movement. It relates to:
- **Control and continuity within a single movement**
- **Control and continuity when joining movements together**

**Within a single movement:**
There is generally an optimum flow for the safe and smooth performance of each individual skill in its early stages. As the child becomes more co-ordinated however, they may decide to perform a movement so it can be stopped easily at any time. Alternatively the same movement may be performed so that it cannot be arrested at any time during its performance except at the end.

**Joining movements together**
A sequence of movements could exhibit any of the following types of flow:
- **Moving / stopping**
- **Spurting / smooth**
- **Balance / overbalance**
- **Continuous moving etc.**

*N.B. In the early stages children will not have the inclination or co-ordination and control to stop, therefore, stillness is the quality to develop. Later on, movements will be joined together to form smooth, continuous movements.*

**Illustration of Developmental Approach**

*Applying the Laban Principles*

**Weightbearing (Balance)**
- Balance by taking weight on different body parts
- Balance on small parts / large parts of the body
- Balance on different levels
- Balance and overbalance
- Balance up-side-down and right-way-up
- Balance in the air (jump and flight)
- Balance in different shapes
- Travel into a balance / travel out of a balance
- Use balance to link movements together
- Balance with a partner:
  - Side by side
  - Back to back
  - One behind the other
  - On different levels
  - Linked
- Balance against a partner with different body parts in contact
- Balance with a partner by pushing or pulling against them (counterbalance / counter-tension)
- Balance against apparatus, under apparatus, on apparatus
- Balance against / under / on apparatus with a partner
## Progression of Early Learning Goals into Levels 1 and 2 of the Key Stage 1 Gymnastics Programme of Study

<table>
<thead>
<tr>
<th>Movement</th>
<th>Yellow</th>
<th>Blue</th>
<th>Green</th>
<th>Early Learning Goal</th>
<th>Level 1</th>
<th>Level 2</th>
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</thead>
<tbody>
<tr>
<td>Movement</td>
<td>Move spontaneously within the available space</td>
<td>Move freely with pleasure and confidence</td>
<td>Go backwards and sideways as well as forwards</td>
<td>Move with confidence, imagination and in safety</td>
<td>Perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required</td>
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<tr>
<td>Can stop</td>
<td>Move in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping</td>
<td>Experiment with different ways of moving</td>
<td>Jump off an object and land appropriately</td>
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<td>Repeat accurately sequences of gymnastics actions</td>
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<td></td>
<td>Adjust speed or change direction to avoid obstacles</td>
<td>Sit up, stand up and balance on various body parts.</td>
<td>Demonstrate grasping, releasing, pulling and pushing actions on different pieces of balancing and climbing equipment</td>
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<td>Move smoothly from a position of stillness to a travelling movement</td>
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<tr>
<td></td>
<td>Manage body to create intended movements</td>
<td>Demonstrate the control necessary to hold a shape or fixed position</td>
<td>Move with control and coordination</td>
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<td>Move smoothly and in a controlled way from one position of stillness to another</td>
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<tr>
<td></td>
<td>Combine and repeat a range of movements</td>
<td>Mount stairs, steps or climbing equipment using alternate feet.</td>
<td>Travel around, under, over and through balancing and climbing equipment</td>
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<td>Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end</td>
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<tr>
<td>Sense of space</td>
<td>Negotiate an appropriate pathway when walking, running or using a wheelchair or other mobility aids, both indoors and outdoors. Judge body space in relation to spaces available when fitting into confined spaces or negotiating holes and boundaries.</td>
<td>Show respect for other children’s personal space when playing among them. Persevere in repeating some actions/Attempts when developing a new skill. Collaborate in devising and sharing tasks, including those which involve accepting rules. Move body position as necessary. Show awareness of space, or themselves and of others. Manage the space safely, showing good awareness of each other, mats and apparatus. Adapt a sequence to include apparatus or a partner.</td>
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<td>Health and Bodily Awareness</td>
<td>Show awareness of own needs with regard to eating, sleeping and hygiene. Show awareness of a range of healthy practices with regard to eating, sleeping and hygiene. Observe the effects of activity on their own bodies.</td>
<td>Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Recognise the importance of keeping healthy and those things which contribute to this. Recognise the changes that happen to their bodies when they are active. Know when their body is active and talk about the difference between tension and relaxation. Say whether their heart is beating fast or slow, whether their breathing is normal or puffed, and whether they feel hot, warm or cool.</td>
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<tr>
<td>Using Equipment</td>
<td>Language for communication</td>
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<tr>
<td>Engage in activities requiring hand-eye coordination</td>
<td>Construct with large materials such as cartons, long lengths of fabric and planks</td>
<td>Show an understanding of how to transport and store equipment safely</td>
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<tr>
<td>Understand that equipment and tools have to be used safely</td>
<td>Show increasing control in using equipment for climbing, scrambling, sliding and swinging</td>
<td>Demonstrate grasping, releasing, pulling and pushing actions on different pieces of balancing and climbing equipment</td>
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<tr>
<td>Practise some appropriate safety measure without direct supervision</td>
<td>Use a range of small and large equipment</td>
<td>Use a range of small and large equipment</td>
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<tr>
<td>Handle, tools, objects, construction and malleable materials safely and with increasing control</td>
<td>Carry and place appropriate apparatus safely, with guidance</td>
<td>Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency</td>
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<tr>
<td>Language for communication</td>
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<tr>
<td>Listen to favourite nursery rhymes, stories and songs. Join in repeated refrains, anticipating key events and important phrases</td>
<td>Initiate a conversation, negotiate positions, pay attention to, and take account of others’ views</td>
<td>Enjoy listening to and using spoken and written language and readily turn to it in their play and learning</td>
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<tr>
<td>Respond to simple instructions</td>
<td>Question why things happen and give explanations</td>
<td>Sustain attentive listening responding to what they have heard by relevant comments, questions and actions</td>
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<tr>
<td>Listen to others in one to one small groups when conversation interests them</td>
<td>Copy a partner’s sequence of movement</td>
<td>Choose one aspect of their sequence to improve, and say how to improve it</td>
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<tr>
<td>Use vocabulary focussed on objects and people who are</td>
<td>Build up vocabulary that reflects the breadth of their experience</td>
<td>Extend vocabulary, exploring the meanings and sounds of new words</td>
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<tr>
<td>Extend vocabulary, especially by grouping and naming</td>
<td>Extend their vocabulary, exploring accurately a short sequence of basic gymnastic actions,</td>
<td>Describe their own or their partner’s sequence accurately commenting on what it</td>
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<tr>
<td><strong>Shape, space and measures</strong></td>
<td><strong>Moving Matters Gymnastics Guidance for schools.</strong></td>
<td><strong>particularly important to them</strong></td>
<td><strong>using appropriate language</strong></td>
<td><strong>contains and whether it is performed smoothly and with control</strong></td>
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<tr>
<td>Show an interest in shape and space by playing with shapes or making arrangements with objects</td>
<td>Show an interest by sustained construction activity or by talking about shapes or arrangements</td>
<td>Sustain interest for a length of time on a pre decided construction or arrangement</td>
<td>Talk about, recognise and recreate simple patterns</td>
<td>Watch and describe accurately a short sequence of basic gymnastic actions, using appropriate spatial language and recognising the patterns created</td>
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<tr>
<td>Show awareness of similarities in shapes in the environment</td>
<td>Use shapes appropriately for tasks.</td>
<td>Match some shapes by recognising some similarity or orientation</td>
<td>Use language such as circle or bigger to describe the shape and size of solids and flat shapes</td>
<td>Manage the space safely, showing good awareness of each other, mats and apparatus</td>
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<tr>
<td>Observe and use positional language</td>
<td>Begin to talk about shapes of everyday objects</td>
<td>Show curiosity and observation by talking about shapes, how they are the same or why some are different</td>
<td>Use everyday words to describe position</td>
<td>Describe their own or their partner's sequence accurately commenting on the shapes, positions, directions and pathways used</td>
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<tr>
<td>Use size language such as big and little</td>
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<td>Find items for positional, directional cues</td>
<td>Use developing mathematical ideas and methods to solve practical problems</td>
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<td>Describe a simple journey</td>
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<td>Show awareness of symmetry</td>
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APPARATUS

Organisation of apparatus within a lesson

One often hears teachers bemoaning the fact that apparatus construction is so time consuming that actual teaching time is cut to a minimum. This need not be so, for a well organised teacher with properly trained children should be able to move onto the apparatus quickly, efficiently and safely without significantly interrupting the flow of the lesson.

Of prime importance to the organisation process is the fact that children should initially be given as much time as necessary to learn the safe and efficient handling of each piece of apparatus as it arises within the lessons. A thorough understanding and confidence in their ability is essential in these stages and, properly conducted, the training will enable the children (with constant reminders) to be safe and efficient in the handling of apparatus for the reminder of their years at school. This process must take place in the Foundation Stage and Early KS1.

Apparatus can be moved and used successfully by children from the age of four. In order to make this possible, the teacher must observe these simple rules.

- Be totally organised
- Teach the children slowly and carefully the rules of lifting and placing apparatus and all staff utilise the same effective approach.
- Use as many children as necessary to lift each piece of apparatus without struggling and so that if one was to drop / slip, then the apparatus is still supported and safe.
- Try to match complexity of layout with age and competence – ie four and five year olds should have very simple layouts of apparatus and ten and eleven year olds much more complex and interesting ones. This will ensure progression of work and challenge through the years.
- The most important point relating to apparatus in primary schools is that children should take out and put away their own apparatus every lesson – one large set should not be erected in the morning for everyone to use in turn, because:
The size and complexity of the apparatus will be inappropriate for most groups.

The lay out will not relate to the particular theme, learning objectives and expected outcomes that have been planned.

The children do not experience a progression from floorwork onto apparatus.

They do not learn how to handle the apparatus for themselves, and consequently are losing out on an educational, exciting and satisfying part of the lesson.

First Steps

Establishing the rules

When a reception class first begins activities leading towards gymnastics, children will spend several lessons learning to respond to instructions, how to travel on feet in various ways, identifying different body parts, how to find space, and how to use space. When they have passed through this stage, they can progress to using apparatus.

In order to facilitate easy movement of apparatus for young children, basic organisational points should be observed if the room allows.

Always have the mats in different corners, or at least in two different piles on opposite sides of the room if at all possible in order to minimise crush and speed up mat getting out.

Benches are always more easily accessible if they are spread around the outside edges of the room.

To enable safe and open access it is also helpful to place any main moveable apparatus, e.g. tables, around the side of the room. Access can be very difficult if all apparatus and mats are stored at one end of the hall or in a tight narrow storage cupboard. If apparatus has to be stored in one place, key pieces could be moved ready for the later parts of the lesson, to the sides around the space.

Because the children are so small, and the apparatus relatively heavy, it is imperative that the children are taught the “buddie” system of lifting e.g. when lifting a bench, a group of children should all work together to ensure safety.
The teacher should use as many children as necessary to lift a bench but it is essential that the lifting is conducted as below:

- Children are spaced along each side of the bench, **NEVER AT THE ENDS** – because this would mean that a child would have to walk backwards and in the early stages this can be unsafe.

- They all prepare (under the guidance of the teacher initially) “Bend knees, back straight, head up, hold the bench firmly with both hands”.

- A “Boss” or “Manager” speaks clearly, and says “1,2,3,lift!”. They all then lift at the same time.

- The bench is pointed in the direction in which it is to travel, so no child walks backwards. (Point the nose where you want to go!)

- When it has been carried to its appointed place in the room, the manager says “1,2,3,Down” and the children gently lower the bench to the floor and quietly sit on the floor next to the bench.

*N.B. With young children, it is advisable to move all apparatus in this way and establish a recognised safe procedure.*

*A Visual Presentation of the safe Movement of Gymnastic Equipment is available on the Norfolk Esinet Web-site.*
Notice pupils are carrying mat along long sides and avoiding bending the mat. Mat bending damages the foam in the centre part of the mat. Repeated treatment in this way will render the mat unsafe. Take care with them.
These wall-bars open out into a “Y” or a “T” shape

APPARATUS HANDLING POLICY

- Never touch apparatus unless instructed to by the teacher
- Carry apparatus – never drag it across the floor
- When lifting apparatus children should know:
  - How many children should be holding it
  - Where they have to grip the apparatus
  - To have knees bent, straight back and head up, ready to lift
- Only to lift when everyone is ready
- Always have plenty of children lifting the apparatus and use the “buddie” system. With young children “1,2,3,lift” and with older children where only two or three may be lifting, one takes responsibility by saying “ready, lift!”
- Never walk backwards when carrying apparatus. The apparatus should be pointed in the direction of its destination and children should carry it facing the same direction. (Obviously as children get larger, and less of them are required, walking backwards may be unavoidable; in which case they must be told to look over their shoulder.
- Where possible get large pieces out first then smaller pieces e.g. mats.
- Reverse this upon clearing away – smaller pieces in first, then larger pieces
- When the apparatus has been positioned children should sit on the floor to await instructions
- No one should ever go on the apparatus until such time as the teacher has checked it all and instructs pupils to work.

INTRODUCTION AND PROGRESSIVE USE OF APPARATUS

Stage 1
It is suggested that mats should be the first piece of apparatus carried and used by reception classes.

Initially the teacher should choose four children to pick up a mat (two on each long side – not one on each corner) carry it into a space, lower it, and sit at the side. This process should be repeated with each group carrying a mat. This operation should be carried out slowly and carefully.

Next time the mats are taken out, the teacher could ask the children to hold hands with a partner, then ask two pairs to pick up a mat and carry it into space.

As their number recognition and perception of space improves the children can be asked to sit in twos in front of the teacher, one pair behind the other in a nice straight line. From this position the first two pairs can carry a mat into a space and sit beside it, and so on. The children should be able to manage this stage of organisation quite quickly and, if the mats are in different piles, they can be taken out speedily and with no congestion.

For the first two weeks or three weeks, the apparatus section of the lesson could consist of spaced mats around the room.
Stage 2

Having moved and placed mats then children now need to become familiar with moving and placing benches.

Some schools have wooden benches and/or padded vinyl metal-framed benches. Whichever type the school has purchased, the same procedures should be followed as described earlier.

Initially, benches only should be used to allow for exploration – “under – over, through, along”. Mats are not required for this exercise because the benches are very low.
The benches should be set out at angles to fill the space and make more interesting shapes between the apparatus.

After a period of exploration, the mats can then be added to the benches. They should not however, just be placed at the end of the bench because this can lead to queuing and restrictive movement. Placing mats at the side of the benches gives children at least two entrances and exits which results in less queuing.
However, by placing the mats at an angle to the benches, children will be presented with a variety of entrances and exits and encouraged to show more imagination in their use.

Each small group then also retains a large amount of space in which to work because it has use of the bench, the mat, and the floor area between and around them.

**N.B. ENTRANCES AND EXITS MUST BE UNOBSTRUCTED – WELL AWAY FROM OTHER APPARATUS AND WALLS.**
Stage 3

It is suggested that the third stage of apparatus handling should be the erection and use of the small “A” Frames. The following points should be considered essential:

The frame should be released from its wall straps and constructed immediately.

Children should stand at the sides of the “A” frames to lift and carry it – already constructed – into position on the floor. This will ensure that toes are not damaged in the carrying. Also if “A” frames are released from the will straps and are dragged into position before erection, the stabilising rubbers will erode and the “A” frame will become unsafe.

With the inclusion and use of “A” frames (and small stools, tables and boxes) another dimension is added to the apparatus set-up, a sloping surface to travel along / over / under.

N.B. Remember to place mats at an angle to the inclined bench to create more entrances and exits.

Stage 4

From these simple beginnings it then becomes possible to add other small pieces of apparatus in different combinations to produce significantly different set ups. “A” frames, small boxes, a fixed ladder against the wall – all these can combine in different ways to produce a surface raised above the ground, either on the level or sloping.

Examples

Two “A” frames supporting any of the following:
Padded bench, balance beam, ladder, parallel bar, red bar, pole...
Using the same idea as above but the frames are of a different size.

Same idea again but place the hooked on apparatus on a slope (slant).

“A” Frame and fixed ladder (or wall-bars) can hold a raised piece of apparatus as below.

The hooked on apparatus can be secured on an angle or straight (level).
Stage 5

As classes become very familiar with the handling and placing of apparatus then larger and more complex sets can be constructed. This will give groups of children the opportunity to work simultaneously and explore different entrances and exits.

The construction of an “L”, “T”, “V”, “Y”, “W”, “N” shape with apparatus will have the effect of immediately creating more space, and many more exits and entrances – quite apart from making it all much more interesting to use!

Programme of Study: Physical Education

Key Stage 1

Knowledge, Skills and Understanding

Teaching should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health.

Acquiring and Developing Skills

*Pupils should be taught to:*  
Explore basic skills, actions and ideas with increasing understanding  
Remember and repeat simple skills and actions with increasing control and co-ordination.

Selecting and Applying Skills, Tactics and Compositional Ideas

*Pupils should be taught to:*

Here a bench has been linked to a movement table so that the bench is on a slope.  
NB – Whenever benches are placed as such then only one pupil at a time should go on the bench.
Explore how to choose and apply skills and actions in sequence and in combination
Vary the way they perform skills by using simple tactics and movement phrases
Apply rules and conventions for different activities

Evaluating and Improving Performance

*Pupils should be taught to:*
- Describe what they have done
- Observe, describe and copy what others have done
- Use what they have learnt to improve the quality and control of their work

Knowledge and Understanding of Fitness and Health

*Pupils should be taught:*
- How important it is to be active
- To recognise and describe how their bodies feel during different activities

Breadth of Study: Gymnastics

During the key stage, pupils should be taught the knowledge, skills and understanding through dance activities, gymnastic activities and games activities.

Gymnastic Activities

*Pupils should be taught to:*

a) Perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus
b) Develop the range of their skills and actions [for example, balancing, taking off and landing, turning and rolling]
c) Choose and link skills and actions in short movement phrases

d) Create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.

Attainment Target for Physical Education

An attainment target sets out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate.

The level descriptions provide the basis for making judgements about pupils’ performance at the end of key stages 1,2 and 3.

National Expectations

Key Stage 1 Range 1-3  Expectation at age 7  Level 2

Level Descriptors broken into the four core strands

<table>
<thead>
<tr>
<th>Level</th>
<th>Acquiring and developing</th>
<th>Selecting and applying</th>
<th>Evaluating and improving</th>
<th>Knowledge and understanding of fitness and health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Pupils copy, repeat and explore simple skills</td>
<td>They start to link these skills and actions in</td>
<td>They describe and comment on their own</td>
<td>They talk about how to exercise safely, and how their</td>
</tr>
</tbody>
</table>
### Moving Matters Gymnastics Guidance for schools.

<table>
<thead>
<tr>
<th>Level</th>
<th>Pupils</th>
<th>Ways</th>
<th>Others</th>
<th>Bodies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination.</td>
<td>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.</td>
<td>They talk about differences between their own and others’ performances and suggest improvements.</td>
<td>They understand how to exercise safely, and to describe how their bodies feel during different activities.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Pupils select and use skills, actions and ideas appropriately, applying them with coordination and control.</td>
<td>They show that they understand tactics and composition by starting to vary how they respond.</td>
<td>They can see how their work is similar and different to that of others’ work, and use this understanding to improve their own performance.</td>
<td>They give reasons why warming up before an activity is important, and why physical activity is good for their health.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Pupils link skills, techniques and ideas and apply them accurately and appropriately.</td>
<td>Their performances show precision, control and fluency, and that they understand tactics and composition.</td>
<td>They compare and comment on skills, techniques and ideas used in their own and others’ work, and use this understanding to improve their own performance.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<p>| Pupils select and combine | When performing | They analyse and comment | They explain how the body |</p>
<table>
<thead>
<tr>
<th>Level 5</th>
<th>their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.</th>
<th>they draw upon what they know about strategy, tactics and composition.</th>
<th>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.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>Pupils select and combine skills, techniques and ideas.</td>
<td>They apply them in ways that suit the activities, with consistent control, precision and fluency. When planning their own and others’ work, and carrying out their own work, they draw upon 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.</td>
<td>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 of improving.</td>
<td>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.</td>
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</tr>
</tbody>
</table>
|1 | Uses space safely & well.  
   |   |   |   |   |   |   |   |   |
|2 | Can produce a short sequence of moves.  
   |   |   |   |   |   |   |   |   |
|3 | Can work cooperatively with a partner.  
   |   |   |   |   |   |   |   |   |
|4 | Work on apparatus safely.  
   |   |   |   |   |   |   |   |   |
|5 | Can travel along specific paths eg curved.  
   |   |   |   |   |   |   |   |   |
|6 | Can demonstrate different levels in actions.  
   |   |   |   |   |   |   |   |   |
|7 | Can demonstrate differences in speed.  
   |   |   |   |   |   |   |   |   |
|8 | Can land safely when jumping.  
   |   |   |   |   |   |   |   |   |
|9 | Can take weight on hands.  
   |   |   |   |   |   |   |   |   |
|10 | Can observe and copy movements from others.  
   |   |   |   |   |   |   |   |   |
|11 | Can balance on small and large body parts.  
   |   |   |   |   |   |   |   |   |
|12 | Can travel on different body parts.  
   |   |   |   |   |   |   |   |   |
|13 | Can travel in different directions.  
   |   |   |   |   |   |   |   |   |
|14 | Link movements to suit activity.  
   |   |   |   |   |   |   |   |   |

Moving Matters Gymnastics Guidance for schools.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Acquiring and Developing Skills</th>
<th>Selecting and Applying skills, tactics and compositional ideas</th>
<th>Evaluating and Improving Performance</th>
<th>Knowledge and Understanding of Fitness and Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Can remember, repeat &amp; explore simple actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>16</td>
<td>Is willing to practice and improve.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>17</td>
<td>Can evaluate their own movements.</td>
<td></td>
<td></td>
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<tr>
<td>18</td>
<td>Can say how their bodies feel during exercise.</td>
<td></td>
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</tr>
</tbody>
</table>

**Key:** + if extended beyond the basic framework, ✓ if achieved and W if working towards the criteria.
# PE Self - Assessment

(Gymnastics)

**Year 1/2**

<table>
<thead>
<tr>
<th>Can you…</th>
<th>Pupil Assessment</th>
<th>Teachers initial / comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find a space?</td>
<td>😊</td>
<td>🙌</td>
</tr>
<tr>
<td>Travel in different directions?</td>
<td>😊</td>
<td>🙌</td>
</tr>
<tr>
<td>Travel on different body parts?</td>
<td>😊</td>
<td>🙌</td>
</tr>
<tr>
<td>Balance on different body parts?</td>
<td>😊</td>
<td>🙌</td>
</tr>
<tr>
<td>Travel at different speeds?</td>
<td>😊</td>
<td>🙌</td>
</tr>
<tr>
<td>Land safely?</td>
<td>😊</td>
<td>🙌</td>
</tr>
<tr>
<td>Link 3 movements together?</td>
<td>😊</td>
<td>🙌</td>
</tr>
<tr>
<td>Work with a partner?</td>
<td>😊</td>
<td>🙌</td>
</tr>
<tr>
<td>Work on apparatus?</td>
<td>😊</td>
<td>🙌</td>
</tr>
</tbody>
</table>

**Key**

Moving Matters Gymnastics Guidance for schools.
### PE Self-Assessment

**(Gymnastics)**  
**Year 1/2**

<table>
<thead>
<tr>
<th>Can you…..</th>
<th>Pupil Assessment</th>
<th>Teachers initial / comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow the rules of a game?</td>
<td>😊</td>
<td>🈚</td>
</tr>
<tr>
<td>Share equipment?</td>
<td>😊</td>
<td>🈚</td>
</tr>
<tr>
<td>Copy movements from a partner?</td>
<td>😊</td>
<td>🈚</td>
</tr>
<tr>
<td>Take your weight on your hands?</td>
<td>😊</td>
<td>🈚</td>
</tr>
<tr>
<td>Get ready for PE on your own?</td>
<td>😊</td>
<td>🈚</td>
</tr>
<tr>
<td>Put your school uniform back on after PE?</td>
<td>😊</td>
<td>🈚</td>
</tr>
<tr>
<td>Say why we need to exercise?</td>
<td>😊</td>
<td>🈚</td>
</tr>
<tr>
<td>Do you enjoy PE lessons?</td>
<td>😊</td>
<td>🈚</td>
</tr>
</tbody>
</table>
Have you got better at gymnastics?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Smiley face]</td>
<td>![Thumb up]</td>
<td>![Sad face]</td>
</tr>
</tbody>
</table>

**Key**

| ![Smiley face] | Always |
| ![Thumb up] | Most of the time |
| ![Sad face] | Not yet |

Moving Matters Gymnastics Guidance for schools.
Learning Objectives

Acquiring and developing skills
Children should learn:
- to consolidate and improve the quality of their actions, body shapes and balances, and their ability to link phrases of movement

Selecting and applying skills, tactics and compositional ideas
Children should learn:
- to improve their ability to select appropriate actions and use simple compositional ideas

Knowledge and understanding of fitness and health
Children should learn:
- to recognise and describe the short-term effects of exercise on the body during different activities
- to know the importance of suppleness and strength

Evaluating and improving performance
Children should learn:
- to describe and evaluate the effectiveness and quality of a performance
- to recognise how their own performance has improved

Learning Outcomes

Acquiring and developing skills
Children:
- explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel
- practise an action or short sequence of movements, and improve the quality of the actions and transitions
- show control, accuracy and fluency of movement when performing actions on their own and with a partner

Selecting and applying skills, tactics and compositional ideas
Children:
- devise and perform a gymnastic sequence, showing a clear beginning, middle and end
- adapt a sequence to include different levels, speeds or directions
- work well on their own and contribute to pair sequences

Knowledge and understanding of fitness and health
Children:
- understand the importance of warming up
- identify when their body is warm and stretched ready for gymnastic activity
- understand that strength and suppleness are important parts of fitness

Evaluating and improving performance
Children:
- explain the differences between two performances
- identify when two performances have the same elements and order, and comment on their quality
- understand what is involved in the process of improving a performance

Expectations: When carrying out the type of activities and tasks in this unit
most children will be able to: use a greater number of their own ideas for movements in response to a task; choose and plan sequences of contrasting actions; adapt sequences to suit different types of apparatus and their partner's ability; explain how strength and suppleness affect performance; identify some muscle groups used in gymnastic activities; suggest warm-up activities; compare and contrast gymnastic sequences, commenting on similarities and differences; with help, recognise how performances could be improved