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EXPLORE

Appreciation is being able to see and know that something or someone is important, special or wonderful.

In gymnastics we can appreciate when we see a clever balance, roll or jump.

You will need the biggest space you can find, make sure there is nothing in or around the space that you could hurt yourself on.

- Can you travel from one side of your space to the other? You could jump, hop, stride, step, skip, slither, crawl, zig zag, roll.
- Can you travel across your space using; Just your feet, your hands and feet, other parts of your body?
- Can you travel like a monkey, bunny, crab, caterpillar? Really think about how these animals move. Can you ask a family member to guess which animal you are? Ask them to tell you which of the ways you are travelling looks best and why? Thank them for their appreciation!

SEND ADAPTATIONS

- Select which body parts are easiest to travel on and challenge yourself to travel using more difficult movements.

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PRACTICE

Now place 3 items around your space. These could be a cushion, hoop, soft toy or cardboard box.

Can you travel over, under, through and around your objects? Can you balance, step over, jump or hop?

Which ways of travelling work best with your obstacles? Can you jump and hop through your cardboard box or is it easier to slither and crawl?

Think about the different ways you have travelled.
Which looks best?

SEND ADAPTATIONS

- Get confident with travelling before placing objects.
- Only move through and under when confident.

KEY THEME: APPRECIATION

Communication and Language (Speaking)

Last week was Children's Mental Health week? The theme was express yourself.

Think about ways that you can express your appreciation for your family, friends, teachers and our key workers.

Ask a family member if they can record you on their phone or on a device.

Can you record a video telling each of these people why they are so important to you and why you appreciate them so much? If you have permission, send the video to the people you most appreciate,



DEVELOP

Ask your family member if they will work with you to develop a sequence. This is a word which is used in gymnastics when you link your movements together.

Choose your favourite 3 ways of travelling, making sure they are the ones which your family member will appreciate most because they look good.

When you have practised your 3 ways of travelling, can you link them together? You might use a turn, a jump, a twist or a roll.

Your sequence should have a clear start and a clear end.

Keep practising until your sequence looks fantastic! Can you ask other family members if they will watch and appreciate your sequence?

You might ask your family member to call out your sequence like this;

1. Start standing straight.
2. Hop across your space over the top of your objects.
3. Jump/turn so you can go back the way you have just travelled.
4. Bear walk around your objects.
5. Twist around to go back the other way again.
6. Hop over and around your obstacles.
7. Finish standing straight and very still.

SEND ADAPTATIONS

- Develop your sequence using as few or as many movements as you are confident with.

Did you know?

Merci, Arigato, Gracias, Kamsahamnida, Xie xie, Danke and Diolch yn fawr are all ways of saying thank you in different languages. Thank you is one of the most powerful words we can use.

Saying **thank you** is very good manners. We should always say thank you when someone does something for us. It is not just good manners, it also makes other people smile and feel appreciated.

Say thank you as many times as possible this week. It is lovely to appreciate what other people have done and it feels great when we make other people smile. ☺



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EXPLORE

You can jump in gymnastics using lots of different body shapes.

Try jumping high in the air, and as you do can you make different shapes with your body?

Try jumping high and this time can you make these shapes in the air:

Wide Narrow Twisted Tucked

How high can you jump and still make clear shapes in the air?

What do you need to do to help you to jump high? Talk about this with someone in your family, then try these top tips: bend your knees slightly before taking off, lift up your head a little, and push off from your toes.

SEND ADAPTATIONS

- Start off by making your jumps quite small and then try to make them bigger and higher.



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PRACTICE

Choose two different types of jumps to focus on from:

Wide Narrow Twisted Tucked

Can you practise 2 different jumps from each type that you chose; for example 2 wide jumps or 2 twisted jumps?

Put your 4 jumps into a sequence and practise them until you can perform them confidently. Will you move straight from one jump to another or will you add in a transition such as a turn or travelling in between? Your sequence might look like:

Jump, Travel, Jump, Turn, Jump, Travel, Jump

When we watch gymnasts perform we want to appreciate how beautiful the shapes and jumps look.

Can you perform your sequence with stretched arms, legs, feet and hands? Can you lift your head and squeeze in your tummies?

SEND ADAPTATIONS

- Start off with fewer jumps in your sequence and add more as you become confident at remembering the sequence.

KEY THEME: APPRECIATION

English Task

Appreciation means understanding what is important to you in your life.

You might appreciate someone in your family giving you a hug, playing in the park on a snowy day or having nice things to eat.

Find a piece of paper and draw around both of your hands like this:



Write down all of the things that you appreciate having and doing inside the hands. If you have coloured pencils or pens you could write each thing that you appreciate in a different colour.

DEVELOP

Now you are going to practise making sure that you land carefully and in control after you perform each jump.

When a gymnast performs their sequence, the audience like to appreciate a controlled performance. Making sure that you don't wobble when you land each time is very important.



Practise making this body shape each time you land from one of your jumps.

It looks a little bit like the shape your body makes when you are riding a bike!

Perform your sequence a few more times, and remember to land carefully and with control each time.

Can you perform your jumping sequence for an audience? This could be for people who you live with, or maybe you could ask some family to watch your performance online. Ask them to give you some feedback on:

- How well you stretched your body in your jumps.
- How well you landed each time you jumped.

SEND ADAPTATIONS

- Try holding your landing shape for a few seconds to make sure you are in balance before moving onto the next part of your sequence.

Did you know?

In 1976 at the Montreal Olympic Games, Nadia Comaneci became the youngest ever all-round women's artistic gymnastics champion at just 14 years old. The judges appreciated the beauty and quality of her performances so much that she famously scored 7 perfect 10s!



KS1 – GYMNASTICS



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EXPLORE

You are going to be exploring different symmetrical and asymmetrical shapes that your body can make when you are in a balance.

Symmetrical means that both sides of the shape are the same. Asymmetrical means that both sides of the shape are different. There are some examples of symmetrical and asymmetrical shapes below for you to try out.



Symmetrical balances

Asymmetrical balances

Explore making lots of different symmetrical and asymmetrical balances.

Perform them to a family member. Ask them to see where the 'line of symmetry' would be.

SEND ADAPTATIONS

- Start by practising just one type of balance – symmetrical or asymmetrical.

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PRACTICE

Choose your 3 favourite symmetrical balances and your 3 favourite asymmetrical balances.

Practise performing them until you are confident.

The aesthetic quality of something means how beautiful it looks.

When a gymnast performs, the audience and judges appreciate the aesthetic quality of the performance.

This can be done by making sure that your body parts are stretched (including your hands and feet), your toes are pointed, your head is lifted and your tummy is squeezed in.

Perform your balances for someone you live with and ask them to comment on the aesthetic quality.

SEND ADAPTATIONS

- Focus on improving the aesthetic quality of one part of your balance and add more as you become confident.

KEY THEME: APPRECIATION

English Task

Many of us are appreciating things that other people are doing at the moment to help us and others.

Think about someone who is helping you or others.

It might be someone you live with who is helping you with your home school work while still doing their own job from home.

It might be someone who is volunteering and helping others in their community.

It might be someone who is doing an important key worker job.

Write a letter to someone who you appreciate for what they are doing. Tell them why you appreciate them or what they are doing.

Write about how it is helping or making a difference.

Maybe you could also do something special for them to say thank you and let them know that you appreciate them.

DEVELOP

You are now going to develop your aesthetically beautiful balances into a sequence.

Decide on the order for your 6 balances and practise them until you can perform them in sequence with confidence.

Does your sequence flow easily?

Do you need to add in some transitions between each balance to help it to flow? You could add turns, or simple travelling to help you to move fluently from one balance to the next.

Judges and audiences will also appreciate how well a gymnast performs their sequences and routines. With this in mind, practise your sequence until it flows well and you can still keep the beautiful aesthetic quality.

Perform it for an audience. This could be someone that you live with or maybe you could invite some family members to watch your performance online.

Ask them to feedback on:

How symmetrical/asymmetrical your balances are.

How beautiful (aesthetic) your balances are.

How well you perform your sequence – does it flow?

SEND ADAPTATIONS

- Focus on getting your sequence to flow well by adding the transitions, and then think about the aesthetic quality as you improve.

Did you know?

Gymnastics originated in Ancient Greece. The word gymnastics comes from the Greek word 'gymnazein' which means to exercise naked! The Ancient Greeks appreciated that it is important to have a healthy body and mind, so they built large places called 'gymnasia' where male athletes and young boys would go to train and learn. They studied PE, music, reading, writing and arithmetic there.



KS2 – GYMNASTICS



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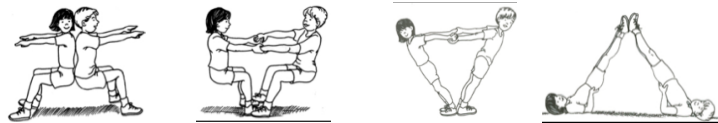
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EXPLORE

Aesthetic appreciation is an essential component of a gymnastic routine. This means that the audience appreciates the beauty of a performance.

For this task, you will need a family member and a safe space.

We will be practising different types of partner balances. Have a go at the balances below and see if you can hold the balances for at least 5 seconds.



Can you think of any other partner balances that you could try?

- Think about working at different levels.
- Can you find the balance point with a family member?
- How can you make your partner balance aesthetically pleasing?

SEND ADAPTATIONS

- Use a wall or a stationary object to practise the balances before using a partner.



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PRACTICE

Ask a family member to help you with this challenge.

How many different partner balances can you perform using different contact points on the body?

You may want to think about the following contact points:
HANDS FEET BACK ARMS LEGS

How can you improve the aesthetic quality of your balances? Think about:

- Hand placement
- Head alignment
- Foot placement

SEND ADAPTATIONS

- Select balances appropriate for the physical ability of the young person.

KEY THEME: APPRECIATION

English Task

Spending time outdoors is not only good for our wellbeing, but can give us a greater appreciation for the environment in which we live.

Think about the last time you went for a walk in your local area.

- Talk to a family member about any features on your walk that you appreciate. Explain why you feel like this.

The actions of humans are impacting negatively on forests, ice caps, animal populations and oceans.

- Research the ways in which humans are affecting our environment.

Choose one area of the environment to focus on.

- Can you produce a piece of writing to persuade people to have more appreciation for our environment?
- Remember to use emotive words, imagery, statistics and rhetorical questions.



DEVELOP

Select three partner balances that you have practised with your family member.

You are now going to link your partner balances together to create a short routine.

In between each partner balance insert a linking movement. This could be:
JUMP TURN STEP LEAP

Practise putting the 5 elements of your routine together so that one movement flows into the next one.

- How can you make your routine more aesthetically pleasing to an audience?
- Can you incorporate mirroring and matching into your routine with your partner?
 - Can you use canon in your routine?

Reflect on your performance with your family member.

- What elements of your performance went well?
- What could you improve if you performed your sequence again?
- How could you make your partner balances more difficult?

Choose a friend or another family member. Can you challenge them to come up with their own partner balance routine?

SEND ADAPTATIONS

- Use a wide base for balances to give greater control and stability.

Did you know?

American gymnast Simone Biles spent some of her childhood in foster care, until her grandfather adopted her in 2003. This stable environment allowed her to study and train.

She has since gone on to win 30 Olympic and World medals in gymnastics. Biles will forever appreciate the help and support that her grandfather gave her in her early career as a gymnast.



KS3 – GYMNASTICS



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EXPLORE

Male and female gymnasts both compete in the floor competition at the Olympic Games.

For this practice, you will need a space in which you can move. Make sure there are no obstructions around you or above you.

Start in the middle of your space. How many different ways can you travel around the space? Try moving:

- From one foot to the other.
- At different speeds.
- In different directions
- At different levels.

Can you do these with grace and poise?

Now practise the key skills that are required within a floor routine within your space. Think about:

**LEAPS SPINS BEARING WEIGHT ON YOUR HANDS
BALANCES CONNECTION SKILLS**

SEND ADAPTATIONS

- Mirror the skills to the young person to copy.



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PRACTICE

Select ten elements from the explore section that you can perform well.

Create a sequence with each skill linking to the next to create your floor routine.

Gymnastic routines are judged on difficulty, execution (how the skill is performed) and artistry (aesthetic appreciation of the performance).

Perform your routine for a family member. Ask them to score each of the three judging elements out of 5.

Once you have finished your performance, ask your family member for your score and some feedback.

SEND ADAPTATIONS

- Shout out the next movements to the performer so that they can remember their sequence.

KEY THEME: APPRECIATION

English Task

'For the Fallen' was a poem written by Robert Laurence Binyon and is often read on Remembrance Day as the nation's way of showing appreciation for fallen soldiers during the First World War and other conflicts around the world.

You can read the poem at <http://www.greatwar.co.uk/poems/laurence-binyon-for-the-fallen.htm>

- What are the main themes of the poem?
- What is your interpretation of the poem?

Read Wilfred Owen's poem 'Exposure', which also focuses on World War One.

- What are the similarities between these poems?
- What are the differences?

Reflect upon the experiences of young soldiers. What things in your life do you appreciate? How can you show greater appreciation towards these things?

DEVELOP

Gymnasts performing their routines on the floor always use music in order to enhance their performance. This helps improve their artistry marks from the judges and increases aesthetic appreciation.

Spend some time finding a piece of music that you think can complement your routine. You may want to think about:

- The tempo of the music.
- The mood of the music.
- The vibrancy of the music.

Once you have selected the music, practise your routine to match the tempo. Once you are happy with your routine, perform it again for your family member. Can you improve your artistry marks?

Flexibility is a really important aspect of gymnastics. One way to improve your flexibility is through stretching or activities like yoga.

After your performance, try some stretching or yoga to improve the elasticity of the muscles and the flexibility around your joints.

The following videos may help you with some ideas or come up with your own:

Stretching - https://www.youtube.com/watch?v=g_tea8ZNk5A

Yoga - <https://www.youtube.com/watch?v=oBu-pQG6sTY>

SEND ADAPTATIONS

- Model the correct stretching technique to the young person before starting.



Did you know?

British gymnast Max Whitlock has won five Olympic medals; two gold and three bronze. He credits a large part of his success to his team mates and coach, Scott Hann. His appreciation for their guidance and support has led Max to become Great Britain's most successful gymnast in history.



KS4 – GYMNASTICS