

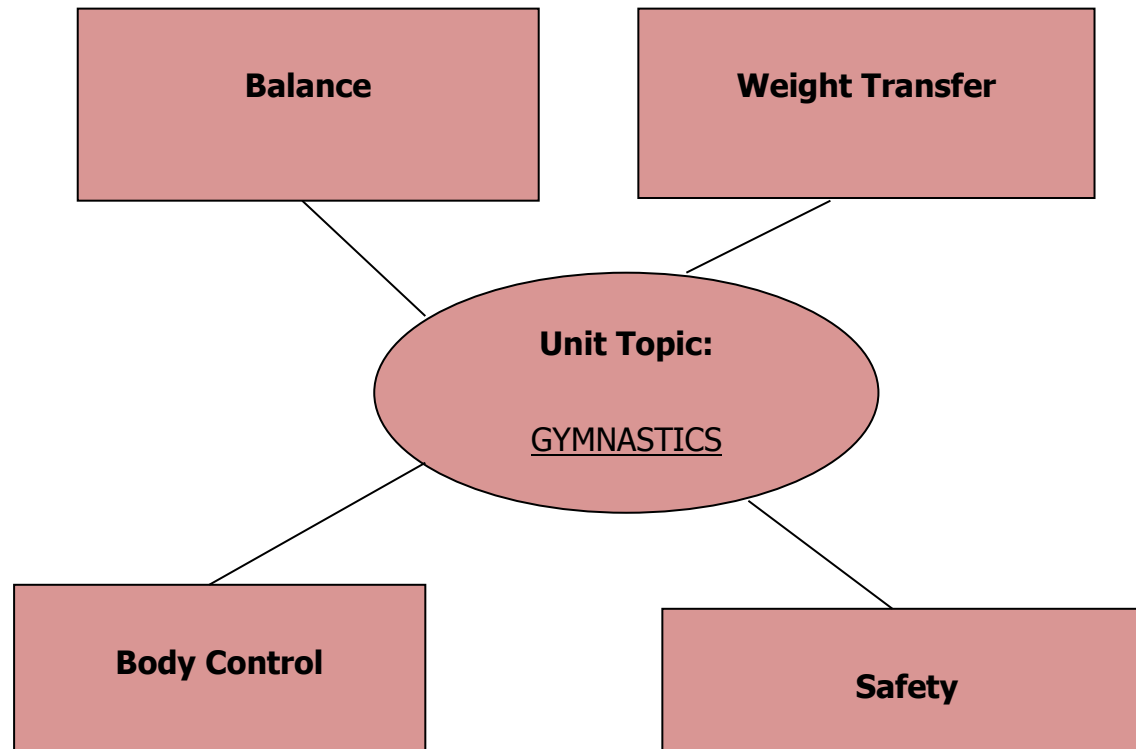
UNIT PLANNER

Critical Content/Concept Web

Unit Topic: Tumbling and Balance

Conceptual Lens: Body Awareness

Grade: 1-3



Unit Overview

Students will be introduced to various body positions and balances, weight transfers, rolling and traveling on specific body parts. Students will be made aware of the continuity and fluidity of movement.

Activities will include animal movements, tumbling and inverted balances, balance stunts, individual stunts and partner stunts.

GRADE: 1-3
SUBJECT: PHYSICAL EDUCATION
UNIT: GYMNASTICS
LENS: BODY AWARENESS

ENDURING UNDERSTANDING	GUIDING QUESTIONS
1. Coordinated sequential movements affect the outcome of an individual performance.	1a. How does body position affect rolling? (i.e. forward, pencil, teddy bear, backward) 1b. Why is it important to keep your arms straight when performing feet to hands weight transfers such as cartwheels and round offs.
2. Movement knowledge enhances skill development and performance in a variety of activities.	2a. Why is it important to know correct technique when rolling, transferring weight and balancing?
3. Successful coordinated movement can lead to enjoyment in a variety of activities.	3a. What are some different activities that include tumbling and balance? 3b. How can practice affect your ability to tumble?
4. Knowing body responses to physical activity and engaging in a variety of activities promotes health-related fitness.	4. How does muscular strength help when performing various gymnastics and balance movements?
5. Visual and body awareness promote safety.	5a. Why is it important to roll in one direction on the mat? 5b. why is it important to wait your turn? 5c. Why is it important to be aware of self-space when performing weight transfers?

CRITICAL CONTENT AND SKILLS

Students will know...	Students will be able to...
1. How to perform various rolls, such as a. Log/pencil roll b. Egg roll c. Forward roll d. Backward roll	
2. How to perform various weight transfers in movement, such as: a. Cartwheel b. Animal walks c. Handstand d. Bunny hops	
3. The cues for 1 foot static balance a. 10 seconds on each foot b. Raised foot independent of standing leg	
4. How to perform various static balances, such as: a. Balance on different numbers of bases of support b. Headstand c. Partner balances (with mats) d. Static balances with low equipment	
5. Rules and procedures for safety	

1. Perform various rolls
2. Perform various weight transfer in movement
3. Perform the one-foot static balance
4. Perform various static balances
5. Follow rules and procedures for safety

YEAR 1

Learning Objectives:

- To explore gymnastics actions and still shapes.
- To move confidently and safely in their own and general space, using changes of speed, levels and directions.
- To copy or create and link movement phrases with beginnings, middle and ends.
- To perform movement phrases using a range of body actions and body parts.
- To know how to carry and place apparatus.
- To recognize how their bodies feel when resting and when exercising.
- To watch, copy and describe what they and others have done.

Week	Possible Teaching Activities	Assessment Indicators	Equipment Needed
1	Recap spaces. Shapes: Straight, tuck, star (Long, curled, wide) Bunny hops. Rolling in different shapes	Can they remember different shapes? Can they show a pencil/egg roll? Can they transfer weight from hands to feet?	Mats Music Speakers
2 and 3	Rolling and jumping. Different shapes, different directions: forward, backward and sideways. Jumping away from the floor and close to the floor. Jumping along different pathways	Can they show jumps and rolls in different shapes and directions? Can they show different levels when jumping? Can they show different pathways?	As above Hoops and ropes
	Balancing and travelling. Balancing on	Can they show balancing on different body	

4 and 5	different body parts (points and patches) Balancing in different shapes Travelling on hands and feet.	parts? Can they show different ways of travelling on hands and feet?	CD player Speakers Mats
6 and 7	Jumping onto and off equipment; apparatus work, balance. Routines	Can they link 3 actions together and change directions?	As above Ropes, boxes, benches, cones, springboards, mats and balance beam
8	Gymnastics circuit	Can they demonstrate correct technique and safety while using different equipment?	Mats Benches Springboards Boxes Balance beam

YEAR 2

Learning Objectives:

- To remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.
- To choose, use and vary simple compositional ideas in the sequences they create and perform.
- To recognize and describe what your bodies feel like during different types of activity.
- To lift, move and place equipment safely.

- To improve their work using information they have gained by watching, listening and investigating.

Week	Possible Teaching Activities	Assessment Indicators	Equipment Needed
1 and 2	<p>Making body shapes (Long, wide, curled, twisted)</p> <p>Followed by arch, dish, straddle, pike straddle, pike, and rock and roll.</p>	<p>Can they remember different body shapes and can they remember new names?</p> <p>Do they perform them to a good quality?</p> <p>Can they stand from a rocking with or without help?</p>	<p>Mats</p> <p>Music</p> <p>Speakers</p>
3	<p>Rolling and jumping.</p> <p>Recap jumping shapes on the floor</p> <p>Jumping 1 foot-2feet/ 2feet-2feet</p> <p>Jumping with shapes from different apparatus.</p>	<p>Can they execute the actions to a good quality and accurately?</p> <p>Do they land safely and with knees bent?</p>	<p>Mats</p> <p>Boxes</p> <p>Benches</p>
4 and 5	<p>Recap rolling on the floor and travelling.</p> <p>Travelling on hands and feet on over</p>	<p>Can they mount and jump over apparatus safely and with good technique?</p> <p>Do they remember</p>	<p>Benches</p> <p>Boxes</p> <p>Springboards</p>

	and under apparatus.	the different ways to roll and travel?	Mini trampoline Mats
6 and 7	Balancing in different shapes on the floor and small apparatus. Linking ideas together using different ideas.	Can they show different types of balance? Do they show a good technique? Can they link ideas from previous weeks? Can they show this effectively?	As above Ropes, boxes, benches, cones, springboards, mats and balance beam
8	Gymnastics circuit	Can they demonstrate correct technique and safety while using different equipment?	Mats Benches Springboards Boxes Balance beam

YEAR 3

Learning Objectives:

- **To consolidate and improve the quality of their actions, body shapes and balances and their ability to link phrases of movement.**
- **To improve their ability to select appropriate actions and use simple compositional ideas.**
- **To recognize and describe the short-term effects of exercise on the body during different activities.**
- **To know the importance of flexibility and strength.**
- **To describe and evaluate the effectiveness and quality of a performance.**
- **To recognize how their own performance has improved.**

Week	Possible Teaching Activities	Assessment Indicators	Equipment Needed
1	Recap spaces. Jumping and landing on the floor (different shapes) Jumping and landing from apparatus (different shapes)	Can they show good shapes in the air and land in a controlled way? Can they combine 2 like actions?	Mats Music Benches Boxes Speakers
2	Rolling, weight transfer, animal walks.	Can they combine 2 like actions? Can they travel on hands and feet using different directions and pathways?	Mats Springboards
3	Balancing Points and patches (small and large body parts) Symmetrical and asymmetrical balances	Can they show balances on small and large body parts? Can they combine 3 balances in a short sequence with or without a partner?	CD player Speakers Mats
4	Unlike actions - Rolling - Jumping - Balancing - Locomotion	Can they select and perform 3 or 4 unlike actions together in a short sequence?	Mats Music Speakers
	Linking unlike actions	Can they transfer ideas to apparatus?	Mats Benches

5	Using apparatus	Can they travel into and out of balances?	Springboards Boxes Balance beam
6 and 7	Performing a group sequence of unlike actions with a clear start and end, using apparatus effectively and creatively.	Can they perform actions showing good control? Are they using apparatus effectively and creatively? Are they able to describe other group sequences and be a critical friend?	As above
8	Gymnastics circuit	Can they demonstrate correct technique and safety while using different equipment?	Mats Benches Springboards Boxes Balance beam

ASSESSMENT SHEET

(GRADES 1-3)

Name	Shape	Balance	Jumps	Travelling	Composition	Performance

SKILL CRITERIA AND DESCRIPTORS:

- **A to A-(EXEMPLARY) = Outstanding display of skills, consistently utilizes correct form while maintaining full accuracy. High level of achievement.**
- **B+ to B (PROFICIENT) = A skilled display of skills, demonstrating proper form and accuracy consistently with occasional minor errors.**
- **B- to C+ (DEVELOPING) = A satisfactory performance, capable of displaying proper technique and/or accuracy with some consistency.**
- **C to C- (EMERGING) = A partly successful display of skill, lacking consistency in proper technique and accuracy. Improvement is still needed.**