

Teaching High Quality Gymnastics

Top Tips & good practice guide for Primary School Staff

Teaching and Learning - *establish routines:*

Routine 1

- **Line-up;** start the lesson well with a 'routine' where pupils know how to act, line-up, quiet, focused. This helps to set the tone of the lesson and can make more of a difference than you realise.

Routine 2

- **Entry;** do the pupils come in sit down and find space, sit in the centre of the room, round the whiteboard? What is the routine? Establishing this gives some consistency and an applied set of rules for structure and behaviour management / expectations.

Routines General

- Visually and physically check that apparatus is safe.
- Pupils do not 'go' on apparatus until told and after checking.
- Establish a routine for safety that when you say '**STOP**' – they stop, come off any apparatus and sit down to listen. This might be a whistle, clap – whatever it is must be loud enough, clear and only mean that – no ambiguity.

The Learning

- Share the learning objective/outcome. Make the pupils aware of what they will be learning today and what you want to see (W.A.L.T. / W.I.L.F. / T.I.Bs). Sometimes set this into the 'bigger' picture and context of what they are doing in Gym.

Be very clear yourself what you want them to learn and what you want to see.

Top Tip:

- *Keep re-emphasising this throughout the lesson, write it on the whiteboard, ask pupils what are you trying to achieve? What do I want to see? Why is this important to us in Gymnastics?*

Warm-up

- Can the activity here be linked to the main activity and focus of the lesson? This optimises the learning experience: e.g. balancing on spots – balancing on apparatus. Use also to help educate about their bodies, about fitness and health. Talk about muscles that they will be using etc. Don't miss an opportunity to improve knowledge.

Handling and Moving Apparatus (large and small)

- Establish routines to carry/handle apparatus. If unsure use the guidance provided or contact Martin Radmore (07447057792) or arrange for your school to have training for all staff on apparatus handling. **Always** follow the county procedures or those laid down as 'Safe Practice' through the Association for Physical Education (afPE) publication – *Safe Practice in PE, School Sport and Physical Activity 2020*.

Remember “Large out first”

- Supervise when setting out apparatus; get the pupils to move the large pieces first, then smaller pieces. Finally, place mats where you want pupils to perform activities and task.

Small away first

- When putting away apparatus, always put smaller pieces away first to avoid trip and fall hazards. Therefore, start with Mats this time.

Supervision

- Always keep pupils in sight – work the outside of the room so not to get sucked into the corners with pupils and turn your back on the class. You are responsible for effective supervision. Bring pupils to outside of the room, or use mat on outer ring of mats, to help or demonstrate something to. This way you can see all of class, all of the time.
- **Do not** get caught up in the store cupboard getting equipment out. How can you supervise the group effectively if you can't be seen or see them?

Apparatus loading

- Don't have all the pupils on the wall bars – establish a set of principles about how many pupils on a panel e.g. 4 per panel on a large set of bars. Have enough apparatus set out to avoid queuing, waiting on large numbers.
- Set out apparatus to provide multiple entry and exit points.
- **Never** jump from, or drop from, wall bars.
- Mats are for controlled landings – do **not** put down as 'safety mats.'

- When a bench is used at an angle then only one person can move on it. Ask yourself is it necessary to put the bench up as it limits the apparatus set up.
- **Never** jump from apparatus where your feet are not flat and/or both are on the apparatus.

Quality

- Stress the quality of movement – emphasise control, poise, linking of movements. Repeat to improve performance.
- Model quality through **WAGOLL** (What A Good One Looks Like)
- Use digital cameras to capture quality, including letting the pupils use them.
- Be the teacher with the biggest '**but**' – that's really good '**but**' how are you going to improve it? Some people like **EBI – Even Better If**
- Get the pupils to improve their work by exploring performing it at:
 - *Different levels*
 - *Different speeds*
 - *Different directions*
 - *With/without a partner*
 - *Different starting positions*
- Build sequences up over lessons – linking one move with another. This is so much more effective and allows pupils to 'edit' and refine their movement sentence. **QUALITY IMPROVES – ENGAGEMENT ..**

General Points and Safety

- **Use your voice** to control the noise level. Talk the whole time emphasising the teaching points, modelling good techniques, behaviour etc.
- **Do not** tolerate any poor behaviour.
- **Do not** tolerate pupils talking when you are talking.
- **Check regularly** that they know what they are trying to achieve.
- **Teach the pupils** – make sure they make progress by being very clear about what they need to do.
- Reflect at end of lesson with pupils. Draw their learning together, discuss, briefly where this is going and how they will build upon it.