

**Unit: Gym Moves**

**Time Allocation: 5 Weeks (5 x 40min lesson)**

**Principal Focus:** To extend and enrich children’s learning by providing opportunities that encourage participation, engagement and creativity. Specific emphasis is given to play-based learning within an environment that promotes confident and active individuals.

**Program Overview:** Children explore different ways the body can move, while engaging in skills associated with movement activities. This will be achieved through movement exploration involving locomotor and non-locomotor skills, leading to acquisition of some specific gymnastic skills. Children learn to discover what their bodies can do, the space within which their bodies can move and the environment with which such movements take place.

**Outcomes Covered:**

**Children have a strong sense of identity**

Children feel safe, secure, and supported

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency

Children develop knowledgeable and confident self-identities

Children learn to interact in relation to others with care, empathy and respect

**Children have a strong sense of wellbeing**

Children become strong in their social and emotional wellbeing

Children take increasing responsibility for their own health and physical wellbeing

**Children are confident and involved learners**

Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

**Indicators:**

- Establish and maintain respectful, trusting relationships with other children and educators
- Confidently explore and engage with social and physical environments through relationship and play
- Initiate and join in play
  
- Be open to new challenges and discoveries
- Approach new safe situations with confidence
- Persist when faced with challenges and when first attempts are not successful
  
- Feel recognised and respected for who they are
- Celebrate and share their contributions and achievements with others
  
- Show interest in other children and being part of a group
- Engage in and contribute to shared play experiences
  
- Demonstrate trust and confidence
- Increasingly co-operate and work collaboratively with others
- Recognise their individual achievement
  
- Engages in increasingly complex sensory motor skills and movement patterns
- Combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity including dance, creative movement and drama
- Demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely
- Show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others
  
- Initiate and contribute to play experiences emerging from their own ideas
- Persevere and experience the satisfaction of achievement
- Persist even when they find a task difficult

Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesizing and investigating

Children transfer and adapt what they have learnt from one context to another

Children resource their own learning through connecting with people, place technologies and natural and processed materials

### **Children are effective communicators**

Children interact verbally and non-verbally with others for a range of purposes

Children begin to understand how symbols and pattern systems work

- Explore their environment
- Use reflective thinking to consider why things happen and what can be learnt from these experiences
- Develop an ability to mirror, repeat and practice the actions of others, either immediately or later
- Use the process of play, reflection and investigation to solve problems
- Transfer knowledge from one setting to another
- Explore ideas and theories using imagination, creativity and play
- Engage in enjoyable interactions using verbal and non-verbal language
- Begin to be aware of the relationships between oral, written and visual representations
- Draw on their experiences in constructing meaning using symbols

## Program Overview

<b>Week 1</b>	<p><b>Game</b> – The Colour Game (see appendix for details)</p> <p><b>Warm – up</b> (Gymnastics specific stretch to song #1)</p> <p><b>Shape</b> – Pencil</p> <p><b>Floor Activity</b> – Giraffe Walking</p> <p><b><u>Circuit</u></b></p> <p>Beam – Crawl Stepping Stones Wedge – Pencil Roll Hoops – Pencil Jumps</p>	<p>10min</p> <p>10min</p> <p>5min</p> <p>5min</p> <p>20min</p>
<b>Week 2</b>	<p><b>Game</b> – Simon Says (see appendix for details)</p> <p><b>Warm – up</b> (Gymnastics specific stretch to song #1)</p> <p><b>Shape</b> – Tuck</p> <p><b>Floor Activity</b> – Bunny Hops</p> <p><b><u>Circuit</u></b></p> <p>Beam – Pencil Walking Bars – Hang Wedge – Egg Roll Mini Boxes – Bunny Hops</p>	<p>10min</p> <p>5min</p> <p>5min</p> <p>5min</p> <p>20min</p>
<b>Week 3</b>	<p><b>Game</b> – Follow the Leader (ribbons) (see appendix for details)</p> <p><b>Warm – up</b> (Gymnastics specific stretch to song #1)</p> <p><b>Shape</b> – Motorbike</p> <p><b>Floor Activity</b> – Bear Walks</p> <p><b><u>Circuit</u></b></p> <p>Beam – Bunny Hops Bars – Tuck Hang Ladder – Bear Walks Mini Tramp – Jump (Focus on landing motorbike)</p>	<p>10min</p> <p>5min</p> <p>5min</p> <p>5min</p> <p>20min</p>

<b>Week 4</b>	<p><b>Game</b> – Here There &amp; Everywhere (see appendix for details)</p> <p><b>Warm – up</b> (Gymnastics specific stretch to song #2)</p> <p><b>Shape</b> – Scale</p> <p><b>Floor</b> – Crab Walking</p> <p><b><u>Circuit</u></b></p> <p>Beam – Giraffe  Bars – Monkeys  Stepping Stones  Mini Tramp – Jump (Focus on landing motorbike)</p>	<p>10min</p> <p>10min</p> <p>5min</p> <p>5min</p> <p>20min</p>
<b>Week 5</b>	<p><b>Game</b> – Freeze! (see appendix for details)</p> <p><b>Warm – up</b> (Gymnastics specific stretch to song #2)</p> <p><b>Shape</b> – Star</p> <p><b>Floor Activity</b> – Elephant</p> <p><b><u>Circuit</u></b></p> <p>Beam – Scale  Bars – Tuck Monkeys  Mini Boxes – Star Jump Over  Tramp – Star Jump</p>	<p>10min</p> <p>5min</p> <p>5min</p> <p>5min</p> <p>20min</p>