

BMT– Progression video number 1; Gymnastics

Element	Description	Intended outcome
Title page	Level; Early/First Level.	To inform the viewers of the elements that are used to plan and structure the lesson
	SALs ; Kinaesthetic Awareness, Balance and Control, Responsibility and Leadership	
	Context for learning; Gymnastics	
	EF skills; Focus of attention, Cognitive Flexibility	
	Intensity; Moderate	
	Scaffolding practice ; Changing shapes – chosen because It supports the identified Significant Aspects of Learning and Executive Function skills, and will help structure the early part of the lesson.	
Demonstration of scaffolding practice	One learner moves about the gym, then stops to demonstrate the sequence of the three different shapes.	To demonstrate to viewers one of the scaffolding practices that could be chosen.
The 'layering' process	A group of 8 children move about the gym using different methods of travelling. At a signal from the teacher the children look, and then copy the shape the teacher makes.	To introduce the 3 shapes to the children, and to develop the Significant Aspects of Learning that are being targeted.
	The sequence of copying the shapes made by the teacher then changes, so the children look, process the information from the teacher, then make a different shape from the one the teacher demonstrates.	
	Then the children join up in pairs to move about the space in a random pattern, using different methods of travel, with one of the pair leading. When they choose to do so, the leader stops and makes one of the three shapes, the follower must look, process the information, then make a different shape. The person following then becomes the leader and the sequence is repeated. The sequence develops further so the leader adopts one of the shapes, the follower makes a second, then both demonstrate the third shape.	To develop all 3 of the target Significant Aspects of Learning, and both Executive Function skills.

Introduce and progress the gymnastic element	A number of floor mats are spread about the gym, and a group of 4 children move in and around the mats.	To develop all 3 of the target SALs To develop cognitive flexibility
	The sequence progresses to encourage the children to move <u>across</u> the mats using their feet to move in different ways.	
	Next the children can move <u>along</u> the mats using any part of their body.	
	Then the children work on a single mat with a partner to develop a sequence of actions that involve different shapes and different ways of using the mats.	
	The process of the children working together to create their sequence (discussion, experimentation and review) is shown as part of the video.	
The Performance	The final part of the video clip shows the performance of one of the working pairs, who demonstrate their sequence.	To provide an opportunity to observe the learners at work and evaluate their performances.
Potential progressions	<ul style="list-style-type: none"> • The children are encouraged to make use of one or more of the basic shapes in their sequences. • The quality of the shapes they make can be developed further. • The 3 basic shapes can be adapted, or changed, the number of shapes can increase. 	