

GYMNASTICS LESSON 6

Year 1

Learning Intention: How can you perform shapes, balances and jumps using various apparatus?

EQUIPMENT:

Resource cards
mats
benches
boxtops
wall bars

Year 1

I can perform a sequence with good starting and finishing shapes

I can perform a sequence with control and a strong body

I can perform a sequence with control, a strong body and always show a good start and finishing shape

KEY WORDS: Control, Balance, Straight, Squat, Pike, Tuck, Start, Finish, Roll

Warm up: Moonbeams

Children to find a space and listen to the teacher's instructions.

Children to move around in different ways: e.g. hop, skip, jump etc. If teacher calls:

"Moonbeams" = Children to curl up small - if teacher calls "two moonbeams" they need to find a partner to curl up small next to them; "three Moonbeams" - 3 children etc...

"Aliens" = Children to freeze and **Balance** in any shape they know

"To the moon" = Children to perform a straight jump (and count 5, 4, 3, 2, 1 blast off)

"Star jump" = Children show a **Star jump**

"Bunnies on the moon" = Bunny hop around the room.

Shapes ... Straight shape, Star shape, Straddle, Tuck, Dish, Arch, Squat, Pike,

Teacher to make it a race- who can be the quickest but still have a strong body!

Activity 1: Sequence Fun - with apparatus

- Set up apparatus (Apparatus set-up is just a guideline, you can adapt the circuit to suit your school's facilities).

Q & A: What Rolls, Jumps, Balances have the children learned over the last five lessons?





Children to make up a mini sequence.

They are to choose : **1 BALANCE, 1 JUMP and 1 ROLL.**

How can they link a **BALANCE, JUMP and ROLL** together smoothly when performing a sequence? They could use some travelling moves e.g. bunny hops, skip, side step, rolls.

Make it harder: Children to add more jumps, balances and rolls into their sequences.

Sequence on Apparatus:

-  Have a **strong** body when performing
-  Show a clear **START** and **FINISH**
-  Link together smoothly
-  Control

Feedback:

- Children to be mini coaches – giving feedback to peers to help improve performance.
- Children can video performances using iPads/tablets.

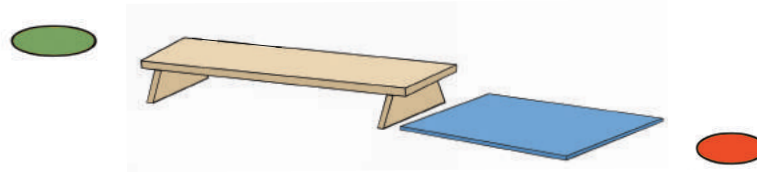
- Add music for the performance.

Children to walk like a gymnast when they move to the next station.
Stand tall and point toes.

Key words: **Pointed toes**
Control
Strong body
Start
Middle
Finish

Station 1:

Spot, bench,
mat, spot.



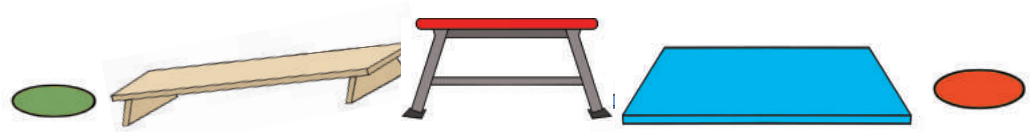
Station 2:

Spot, two mats, spot.



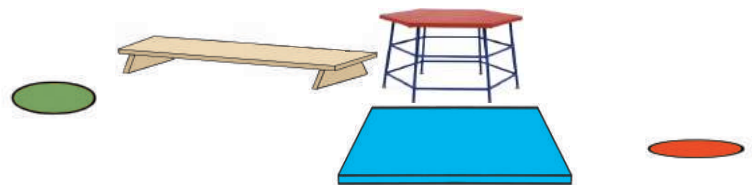
Station 3:

Spot, bench attached
to low box top, mat,
spot.



Station 4:

Spot, bench, spot.
Children to think of how they
can incorporate skills into their sequence.

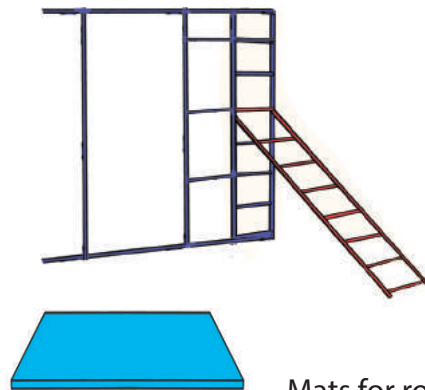


Station 5/6:

Wall bars/ropes
You can add a mat for children to
perform skills such as **rolls**.

Challenge:

Children to think of how they can
travel to the mat like a gymnast?



Mats for rolls in sequence

Station 7:

Spot, table, 2 mats,
spot



Cool Down: Lie down on the floor. Teacher to count to ten, children
to grow into their favourite shape.

Plenary: Ask the children what is important when performing a
sequence on apparatus.