

Learning Intention: How can you Perform a T-Roll?

Year 5

I can perform a T-roll with some control

I can perform a T-roll with control

I can perform a T-roll with good control and incorporate it into a sequence with fluency

EQUIPMENT:

Resource cards, spots, mats, throw-down hands and feet, springboard.

KEY WORDS: Canon, Unison, Collaborate

Warm up: Traffic lights

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

Green cone = Skip around like a gymnast, with pointed toes.

Red cone = Children freeze in a T-shape (show strong arms) Teacher to check body tension.

Yellow cone = Show a gymnastics shape (e.g. Star, Pike, Straddle, Tuck, Dish etc).

Blue Cone = Get into a group of 4/ 5- Make the word **Gym** with your bodies

Extension: Choose other words/numbers to create (you could add in some numeracy questions)

Activity 1: Remembering Rolls (10 minute recap)

1. Teacher to Q & A-Which rolls are the children able to perform? Children should know how to perform: Log Roll, Dish/Arch Roll, Teddy Bear Roll, Forward Roll.
2. Children to practise their different rolls, always displaying a good start and finish position.

Make it easier: May need support with a forward roll- see Resource cards: using a springboard/wedge.

Make it harder: To come out of your forward roll into different shapes
: Perform a backwards roll

Important: If your class is not confident in performing the above rolls- you will need to recap or teach them before you move on to Activity 2 . See Year 3/4 Rolls Resource cards from Lesson 2.

Activity 2: T-Roll-Main Activity

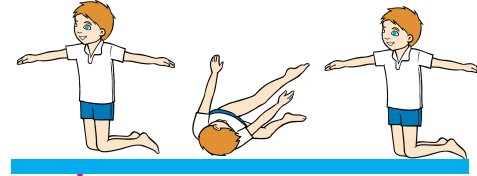
T-Roll (see resource card and video)

1. Children to start on knees, arms stretched out, so that the body looks like a T-shape.
2. Move slowly with **control** into a Tuck shape.
3. Perform a tuck roll (roll onto back in Tuck shape and then roll on to knees).
4. Gently move back to T-Shape position to finish.

AFL:

Children can video their rolls to help analyse and improve performance.

T-Roll



Linking Learning:
Remember the
T-tuck roll
in KS1- this is how
this roll starts

Activity 3: Rolls, Jumps and Leap Sequence

Children to work in pairs

1. Children to create a short sequence on their mats. Can they link a Jump, Leap and two Rolls? Can they perform a Leap and Side Star Roll or T-Roll to **link** their sequence together?
2. Children to show a clear **Start** and **Finish** to their sequence.
Make it harder: To add more complex jumps and rolls to their sequence.
3. Children to perform to another group or the rest of the class – children observing to give feedback on the sequence. Teacher to Q & A key points of their sequence.

Use an iPad/tablet to video their partners performance



Perform sequence to music.

- ✓ Think of levels - different heights in your sequence
- ✓ Unison (can they perform at the same time?)
- ✓ Canon (can they perform one after another?)
- ✓ Collaborate - both include ideas

Cool Down: Children to work in pairs and show some of their own stretches.

Plenary: Ask the children which roll they enjoyed performing best? Then children to tell a partner what they thought was important when performing a Side Star Roll?