

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

Year 6

I can perform a T-roll and attempt a side star roll with some control

I can perform a T-roll and perform a side star roll with control

I can perform a T-roll and a side star roll with control and fluency

EQUIPMENT:

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


KEY WORDS: Cat Leap, precision, tension, evaluate, formation


Warm up: Numbers and Letters


Children to skip around the hall.

If the teacher calls a number they quickly get into a group with that number. Teacher is then to give the children another Letter, Number. They will need to make this shape on the floor/or standing.

Children to remember:

 Good body tension

 Pointed toes

 Full body extension

Challenge 1: Teacher can call out some numeracy questions and the children have to answer by making the shape on the floor.

Challenge 2: Split the class into 10 groups. Each group is to get a letter - they are to spell out the word **GYMNASTICS as a whole class!**

Activity 1: T-Roll (recap) and Side Star Roll – Main Activity

Recap T-Roll (see 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 onto knees).
4. Gently move back to a T-Shape position.

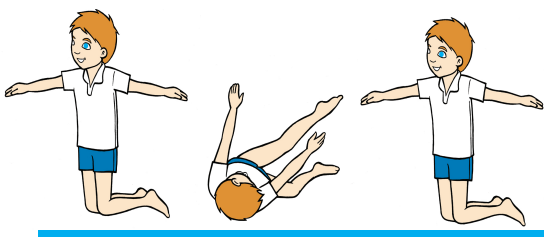
Activity 2: Side Star Roll – Main Activity

Q & A – What is important when performing a roll? Keyword - **CONTROL**

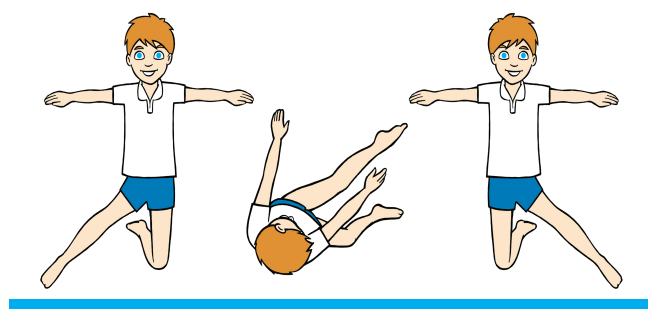
Side Star Forward Roll (see resource card) Progression:

1. Children to start on knees, arms stretched out so the body looks like a T-shape.
2. Now put right leg out to the side so they look like a half-star shape.
3. Lower bottom towards left heel. Then lower head and body towards left knee (folding your body in half).
4. Tuck left arm under body.
5. Roll onto your left shoulder.
6. While rolling, straighten legs, briefly showing straddle position and bend leading knee.
7. Roll onto bent knee, keep other leg straight and finish in half-star.

T-Roll



Side Star Roll



Activity 3: Rolls, Jumps and Leap Sequence

Key words:

Sequence, **Start**, **Middle**, **Finish**
Control, Fluency, Body tension.

Children to work in fours. Groups to choose some apparatus for sequence.

1. Can they link **3 Jumps**, **1 Leap** and **2 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.

: Perform rolls and leaps along apparatus

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.

Play music for the children to practise their sequences to.

Sequence:

✓ Levels

✓ Unison

✓ Canon

✓ **Formation**

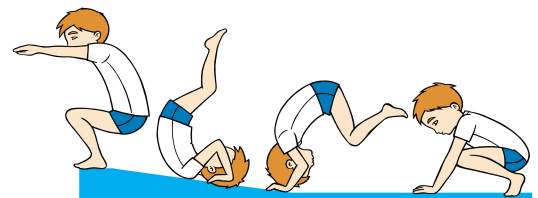
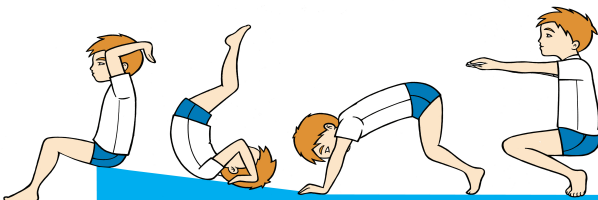
✓ **Precision**

Backwards Roll technical station - extension activity- (teacher can use video for support)

Whilst the group is practising their sequences, the teacher/T.A. can invite children to go to a supervised area and perform a backwards roll. See backwards roll resource card.

Teacher to start with **More able** children.

Safety: An adult to assist children learning Backwards Rolls. Teacher should only allow competent children to perform a Backwards Roll in their sequences.



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 tell a partner what they thought was important when performing a Side Star Roll? Why are Side Star Rolls good to use in a sequence?