

GYMNASTICS LESSON 1 Year 1

EQUIPMENT:

Resource cards
tambourine

Learning Intention: How can you perform gymnastic shapes?

I can perform a shape

I can perform a shape with a strong body

I can perform a shape with a strong body and control

Key Words: Pike, Squat, Tuck, Straight, Balance, Roll, Start, Finish



Q&A: How can we show these values in today's lesson?

Warm up:

Children to find a space and listen to the teacher's instructions. Teacher to show a star shape (strong body tension)

Children to pretend they are different stars.

Twinkling Star – hands twinkling.

Floating Star – move around softly.

Shooting Star – move around quickly.

Daytime – crouch down and hide.

Starry, Starry Night – freeze as a strong star shape.

Straddle Star – straddle shape (see image below)



Put your hand on your heart
is it beating faster or slower
than before?

Activity 1: Shapes (recap and revisit):

Show me a shape - teacher to call out: Straight shape, Star, Straddle, Tuck, Dish, Arch, Squat, Pike.

Linking Learning: Do they remember these shapes from Early Years?

1. Teach or recap shapes (see resource card).
2. Children to work in pairs and use a resource card - and to take it in turns to show each other a shape.
3. Children can perform shapes to the class or show another pair – encourage the children watching to give feedback.
4. Children can then make up their own shapes.

TP: Strong Shapes
(strong body tension)

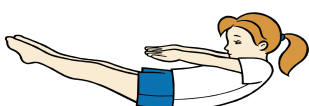


Body tension check: Partner A shows a strong star shape; Partner B checks how strong their star is by attempting to push their partner's arms down.



When attempting the shape, children should have a tight body. Squeeze every muscle, extend fingers and toes.

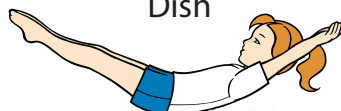
Dish (make it easier)



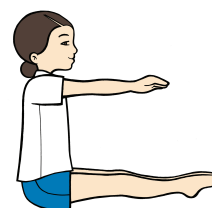
Arch



Dish



Pike



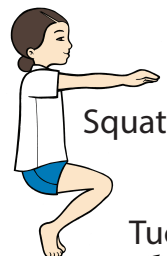
Star



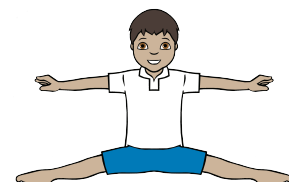
Straight
Shape



Squat



Straddle



Tuck



ACTIVITY 2: Moving Shapes

Children choose their favourite shapes and **link** them together to perform a short sequence.

Start: Freeze in their favourite shape.

Middle: Teacher shakes the tambourine: children move around the hall in a different shape.

Finish: Teacher calls 'finish' and taps the tambourine – children freeze again in another shape.

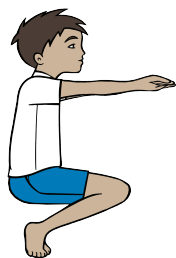
Make it easier: Use resource cards.

Make it harder: Children link more than one shape in their sequence.

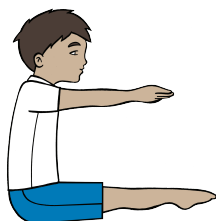
Extension: Repeat this using their own shapes.

Example of a short sequence:

Key points:
Sequence
Start, Middle, Finish



**Start – freeze in
Squat shape**



**Middle – move along
in Pike shape**



**Finish – freeze in
Straight shape**



Remember: When moving, the children to have strong shapes.

ACTIVITY 3: Shape Sequence on a mat

Children can make up a sequence in pairs. (1 mat between two)

In sequence:

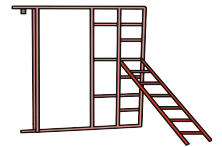
1. Can they show a shape on each spot? (place these on each corner of the mat)
2. How can they move in their shapes to each spot? (e.g. a straight shape – walk tall with pointed toes, skip).

Note: You could add some music

3. Children perform their sequences to the group/or another pair.
4. Children to feed back to the performers.

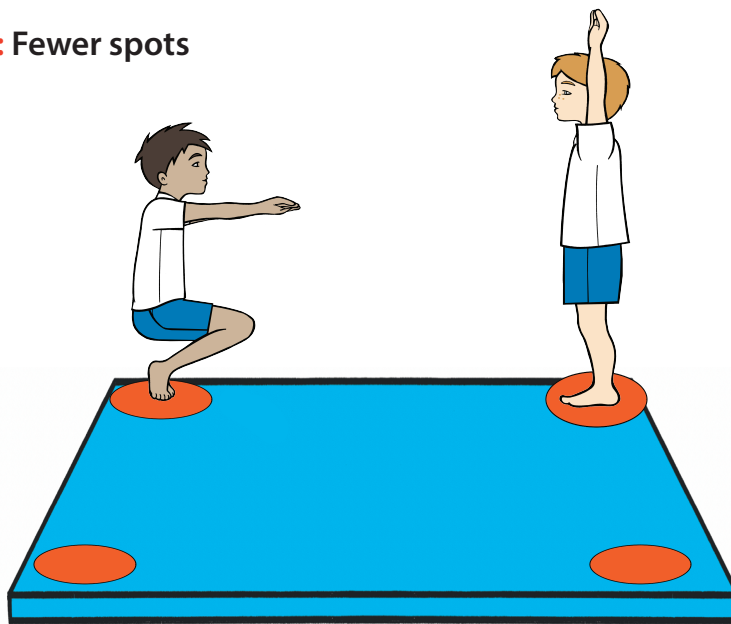


Challenge: Go to **lesson 7 & 8 challenge lesson** (shapes circuit) and transfer these skills/shapes onto the apparatus.



Linking Learning: It is like a sentence – it has a capital letter at the start, a middle, and a full stop.

Make it easier: Fewer spots



Key points for sequence:

- ✓ Good start
- ✓ Strong Shapes
- ✓ Good Finish

COOL DOWN

Lie down on the floor. Teacher to count to ten – children to grow into their favourite shape.



PLENARY

Ask the children what their favourite shape was?
How should your body be when performing your shapes:
e.g. strong or like jelly?