

Gymnastics

End of Unit Goal - Children will have increased balance, agility and co-ordination when performing a short sequence of moves.

| Date | Objective | Outcome | Session | Resources | Key Vocabulary |
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| 1 | <p>Assessment - Cold Task</p> <p><u>Floor Gymnastics</u></p> <p>Can complete balances on one, two and three points Make their body tense, relaxed, stretched and curled</p> <p>Can travel around the hall with control in different ways.</p> | | <p>What do we know about gymnastics? What type of movements do we do in gymnastics? Can you show any? Record any demonstration using Swivl to compare with movements of hot task.</p> <p><u>Warm up-</u> Talk about developing stamina and strength. What is this why is it important. Talk to the children about doing the same clips each week and that we need to continue to improve to practise in order to improve. Talk to the children about setting personal challenges and what we can do to be better than ourselves. Use Jump Start Jonny clips and pick three to use each week as a class.</p> <p><u>Teach-</u>Look at the language balances on one, two and three points, tense, relaxed, stretched and curled travel control. Look at all of these things in isolation. How can they be modelled. How can the children travel around the hall in different ways? Can they travel using different parts of their bodies? Discuss moving with control and what this means, think about how they are holding their bodies and what they need to do to move with control. Look at how to balance on one, two and three points. What type of body parts can they use? Ask the children for ideas and model as a class. Children to copy. In partners, children to give each other a different number of points to balance on and say what the other has done well and what they can improve.</p> | <ul style="list-style-type: none"> • Mats | <ul style="list-style-type: none"> • Balance • Travel • Coordination • Movement, • Tense • Relaxed • Stretched • Curled • Control • One point • Two point • Three point. |

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| | | | <p><u>Apply</u>-Children to travel around the hall in different ways. What can they do? What parts can they move. When the teacher rings a bell children to change the way they travel. T to look at if they can think of their own way or are they looking at others? Are they changing direction and using space well or are they walking in a circle. After a few goes add a balance element. When the children here you call a number they have to balance on that many points and hold until the teacher blows the whistle again. T to look for strength and balance while doing so. Are they shaking, are they being creative? Are they able to use different body parts.</p> <p><u>Cool Down</u>- Slow jump start jony.</p> <p>Share things we need to improve. Tell the children this will inform your planning so we can develop the skills together.</p> | | |
| 2 | I can identify and use simple gymnastic actions and shapes | Children will perform a one/two/three point balance with some control. | <p><u>Warm up</u>- Jelly bean game, children to think about they are holding their body when completing the movements, e.g jelly bean is their full body relaxed, straight bean are they tense, jumping bean are they using power in their legs.</p> <p><u>Recap</u>- Think about the terms one/two/three point balance, what did they mean, model some as class. Children to then travel around the room in different ways. If teacher calls out change can they travel in a different way. Teacher to then ask children to do one/two/three point balance and hold the position. Repeat. T to use children to demonstrate good balances. Look having nice straight arms, pointed toes.</p> <p><u>Teach/Apply</u>- Talk to the children about the different body shapes you see in gymnastics. T to model each one and practise as a class. Put the children into pairs and practice. Children to watch their partner complete each balance and offer feedback. T to provide targeted support where needed. Work through the balances, teaching them each one. Link to previous lesson, is their body relaxed, tenses</p> | <ul style="list-style-type: none"> • Mats • Basic gymnastics position cards | <ul style="list-style-type: none"> • Balance • Travel • Coordination • Movement • Tense • Relaxed • Stretched • Curled • Control • One point • Two point • Three point • Action • Body shape • Pike • Tuck • Straddle • Star |

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| | | | <p>curved etc</p> <p>Cool Down- Short cosmic yoga clip.</p> | | <ul style="list-style-type: none"> • Dish arch • Front support back support |
| 3 | <p>Identify and use simple gymnastic actions and shapes</p> <p>Link actions and remember and perform a simple sequence</p> | <p>Children will be able to perform one/two/three point balances in a sequence.</p> | <p>Warm up- https://02e3714b-dad1-4980-951b-b5de65204996.filesusr.com/ugd/ff464b_a9246d0a581b4509ba96d97f700b4676.pdf Add to this by calling out, one/two/three point balance using a set body type.</p> <p>Recap- Look at the body shapes from the previous week, can we remember how to do them. Teacher to call out the shapes and children to work in patterns to get into those positions. Can they offer their partner feedback?</p> <p>Teach/ Apply- Teacher to talk to the children about putting a routine together. What is a routine? Explain. As a class children to pick their favourite body shapes and think about how we could use these to create a simple routine (no more than three body shapes). Compose as a class. Children to practise this together. Teacher to move around the groups and show them how to hold their balances and encourage them to think about how they can improve the shape they are holding. I.e. Stretch more, point toes, curl your body more using your back.</p> <p>Cool Down- Calm breathing/meditation Slowly take a deep breath in through the nose and out through the mouth. Repeat three times. Wrap arms around shoulders and give self a big hug and a pat on the back.</p> | <ul style="list-style-type: none"> • Mats • Basic gymnastics position cards. | <ul style="list-style-type: none"> • Balance • Travel • Coordination • Movement • Tense • Relaxed • Stretched • Curled • Control • One point • Two point • Three point • Action • Body shape • Pike • Tuck • Straddle • Star • Dish arch • Front support • Back support • Routine |
| 4 | <p>Identify and use simple</p> | <p>Children will be able to perform</p> | <p>Warm up- Children to move around the hall in different ways- teacher to call out a body shape- children to do that body shape and hold until they are told to continue moving.</p> | <ul style="list-style-type: none"> • Mats • Basic gymnastics | <ul style="list-style-type: none"> • Balance • Travel • Coordination |

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| | <p>gymnastic actions and shapes Link actions and remember and perform a simple sequence</p> | <p>one/two/three point balances in a sequence.</p> | <p>Recap- Think back to the routine we created as a class last week. Children to practise as a class. Teacher to offer feedback where needed.</p> <p>Teach- Teacher to ask two children for help. Tell the class they are to work together to make their own simple routine using a range of body shapes. They are going to choose three to link together to put into a routine. Teacher to go through creating a routine with the children in front of the class to model how to do this.</p> <p>Apply- Children to then create their own simple routine as a pair. Teacher to move around the groups and support and challenge where needed.</p> <p>Cool Down- Play Slow leak- Stand, arms circled over their heads, pretending to be a great big balloon. Pretend there is a hole in the balloon and the air is slowly leaking out. Move slowly downward to the floor, until the balloon has no more air.</p> | <p>position cards</p> | <ul style="list-style-type: none"> n • Movement • Tense • Relaxed • Stretched • Curled • Control • One point • Two point • Three point • Action • Body shape • Pike • Tuck • Straddle • Star • Dish arch • Front support • Back support • Routine |
| <p>5</p> | <p>Can travel around the hall with control in different ways.</p> | <p>Children will be able to move their bodies in different ways and speeds to travel around the room.</p> | <p>Warm Up- Travel around the hall in different ways. Can they make their body big, small, relaxed, tense, round etc when travelling.</p> <p>Recap- Children to get in their partners from the previous week to practise their routine.</p> <p>Teach- Think about the term 'travelling' what does it mean. How can we do it. Give the children set ways to move around the hall. Can they use their body to move angrily, excitedly, quickly, slowly. Can they use different parts of their body to travel across the hall.</p> <p>Apply- Look at a simple routine that includes travelling across the mat,</p> | <ul style="list-style-type: none"> • Mats | <ul style="list-style-type: none"> • Balance • Travel • Coordination • Movement • Tense • Relaxed • Stretched • Curled • Control • One point • Two point |

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| | | | <p>stopping to complete a balance, holding body in a shape then travelling to the otherside. Talk about the differetn parts of the routine. Encourage children to use the technical terms, balance, travel, tense relax etc. practise the moves with a partner in isolation, can they offer any feedback. What have they done well, can they improve e.g. point toes</p> <p>Cool Down- Simple stretches for our muscles (cool down caterpilla- all in a line and follow the actions of the teacher.</p> | | <ul style="list-style-type: none"> • Three point • Action • Body shape • Pike • Tuck • Straddle • Star • Dish arch • Front support • Back support • Perform • Routine |
| 6 | Hot Task Assessment | <p>End of Unit Goal - Children will have increased balance, agility and co-ordination when performing a short sequence of</p> | <p>Warm Up- Gymnastics tag children to travel in different ways around the hall. Two people will tag children in secret. If you get tagged you have to stop and balance in a position of your choice until someone taps you to free you.</p> <p>Assessment - Children to work in pairs to perform their own gymnastics routine. Record using Swivl so this can be shown to the children.</p> <p>Plenary - Watch the Swivl recording back. What skills can children noticed that are being done well? As a class mind map all of the skills that have been learnt in this unit of work.</p> | <ul style="list-style-type: none"> • Mats • Ipad • Swivl | <ul style="list-style-type: none"> • Balance • Travel • Coordination • Movement • Tense • Relaxed • Stretched • Curled • Control • One point • Two point • Three point • Action • Body shape • Pike • Tuck • Straddle • Star • Dish arch |

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| | | <i>moves.</i> | | | <ul style="list-style-type: none">• Front support• Back support• Perform• Routine |
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