

# LESSON PLAN: GYMNASTICS: YEAR 1: WEEK ONE

**LESSON OBJECTIVES:** To balance successfully on different body parts. To select and combine different balancing shapes.

## WARM UP (10 MIN) Musical body parts:

- Children travel to lively music (run, hop, jump, skip) and when the music stops touch the floor with a body part shouted out by the teacher.
- Explore ways to travel in a sideways direction.
- On the teacher's command children must now hold a balance every time the music stops.
- Can they hold the balance for 3 to 5 seconds without wobbling?

## TASK ONE (20 MIN) Simon Says:

- Play a game of Simon Says using the shape names (straight, tuck, star), nobody gets out, and you could award points for the best performed shapes or the quickest to get into shapes.
- Making Straight and tuck shapes on different body parts: Can the children think of different body parts you can use to perform the straight and tuck shapes on?
- As a class group, explore the ideas that the children come up with (with teacher/coach guidance) Can you make shapes on your back, tummy, bottom knees, feet, side, shoulders, hands and feet?

**Develop:** Can they hold each shape for at least 5 seconds?

## TASK TWO (20 MIN) How many ways?

- Ask the children to select their favourite straight shape, practice holding it for 3 to 5 seconds before choosing a different straight shape. How many different straight shapes can they create?
- Repeat this challenge using star and tucks shapes.
- Place them in pairs and get them to play 'mirror mirror' with their partner so they take turns to copy their partners shapes.

## EVALUATION (5 -10 MIN)

- Which shapes did you find the most difficult to keep still? Discuss with your partner how performing these shapes can be improved?

<http://knowsleyssp.com/wp-content/uploads/2013/12/Top-Gymnastics-Cards.pdf>

## EQUIPMENT

- Music (optional)
- Tops cards for balancing (see link)

## KEYWORDS/PHRASES

- Control
- Balance
- Balance
- Straight
- Star
- Tuck

## DIFFERENTIATION/HOMEWORK

### MORE ABLE

Balance on smaller and less parts of their body

Combine more difficult balances

Balance for longer

### LESS ABLE

Choose more simple balances

Balance against the wall

**INCLUSION:** Choose simple actions. Support from the TA for the less able.

For access to all lesson plans please contact  
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Lesson activities can also be found on our  
**YouTube channel**

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Tube

