

LESSON PLAN: GYMNASTICS: YEAR 3: WEEK ONE

LESSON OBJECTIVES: To balance successfully on a set number of points. To select and combine ways of travelling to create a sequence.

WARM UP (10 MIN) Sticky bodies:

- Children sit with their legs out straight. Can they make their legs tense? What happens to the feet? Can they circle their feet in both directions? Lie on side and circle legs one at a time.
- Which other parts of their body can they circle (e.g. arms, hands, hips)? Is it easier to stand, sit or lie?
- Bounce on the spot gradually getting higher. Can children bounce so their feet stick to the floor building up to leaving the floor?

TASK ONE (20 MIN) Point shapes:

- Ask children to tell and show you which parts of their bodies they can balance on. Select children demonstrating different balances on 4, 3 and 2 points to show the rest of the class.
- Using picture cards children try a variety of 2 point balances.
- Recap with children what makes a good balance.
- Recap different ways of travelling. Ask children to demonstrate and others copy.
- Can the pupils use the following shapes:
Straight – Body tall and thin, legs together and arms stretched beside ears.
Tuck – Curl knees into chest, hold onto shins with legs together.
Star – Arms and legs stretched out wide and as far away from each other.

Develop: Pupils continually travel towards the apparatus, balance on 2 points on the apparatus then travel away to another piece of apparatus.

TASK TWO (20 MIN) Shape and go:

- Children to select and link two different ways of travelling and two different 2-point balances to form a sequence.
- Pupils now travel towards the apparatus, balance on 2 points on the apparatus then travel away
- Practise, remember and repeat. Perform to a partner who can use criteria to help performer improve. Swap roles then refine sequences.
- With a partner, explore 2 point balances on the apparatus. To transfer their floor sequence onto the apparatus.

EVALUATION (5 -10 MIN)

- Which shapes and travelling methods did you find the most difficult? Discuss with your partner how performing these actions together can be improved.

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

EQUIPMENT

- Mats
- Music (optional)
- Tops cards for balancing and travelling (see link)

KEYWORDS/PHRASES

- Arms out for balance
- Focus
- Points of balance
- Tension
- High level
- Low level

DIFFERENTIATION/HOMEWORK

MORE ABLE

Balance on several points of balance

Combine more difficult travelling methods

LESS ABLE

Balance on a few different points

Combine just two travelling methods

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

LESSON PLAN: GYMNASTICS: YEAR 3: WEEK TWO

LESSON OBJECTIVES: To perform different shapes at different levels. To combine travelling and balancing actions with smooth changes of levels on apparatus.

WARM UP (10 MIN) Traffic:

- On command: Add in additional commands as required: Red - Stop/Freeze Roundabout - Small jumps around in circle, both ways, Amber - Get ready/Jog on the spot Sleeping policeman - Lie on back in straight shape, eyes shut' Green - Go/jog around mats Speed camera - Double jumping jack (like flash from camera), Build a bridge - Make a front support position, Crash - Rock back and forward in a tuck shape.
- Traffic warden** - If space and numbers allow, allocate 1 or 2 children to be traffic wardens, they are to try to catch as many people as possible, if caught stand out in a star shape.

TASK ONE (20 MIN) Body parts:

Children and adults place equipment in the space ready to use

- Take the children on an imaginary trip to the Zoo. On command move around like different animals:
Zebra - Gallop round with one leg remaining in front, change leading legs and repeat.
Kangaroo - On toes with legs together, jumping around
Giraffe - Standing stretching very tall, walking with high legs and giant strides
Gorilla - Side galloping, repeating on both sides
Crab - Sit on bottom, hands flat on floor, lift bottom and walk forwards
Caterpillar - Front support, walk feet to hands and then hands away from feet (aim for straight legs)
Rabbit - In crouch move hands forward together, then jump feet in and repeat
Crocodile - On fronts, commando crawl, using opposite arm to leg action

Develop: Can the children come up with any other different animal actions?

TASK TWO (20 MIN) How many shapes?

- While moving around the hall, children explore different ways of travelling over, under, through and around changing levels as they move. When the teacher calls a shape they must perform it using the apparatus.
Straight – Body tall and thin, legs together and arms stretched beside ears.
Tuck – Curl knees into chest, hold onto shins with legs together.
Star – Arms and legs stretched out wide and as far away from each other.
Straddle – Sitting tall, with legs out wide and straight, arms stretched out above legs.
Pike – Sitting tall, with legs together and straight, arms stretched out above legs.

EVALUATION: (5 – 10 MIN)

- Which shape was your favourite and why?

EQUIPMENT

- Mats
- Benches
- Gym tables
- Gym horse
- Hoola hoops
- Tops cards for balancing and travelling (see link)

KEYWORDS/PHRASES

- Control
- Strong body
- No wobbles
- Balance
- High level
- Low level
- Tuck
- Star
- Straddle
- Pike

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Travel and balance along the underside of the bench

Balance on lower level apparatus/mats

Perform at least 5 different shapes

Perform the easier shapes on apparatus

INCLUSION: Choose simple one footed balances and easier travelling methods.

LESSON PLAN: GYMNASTICS: YEAR 3: WEEK THREE

LESSON OBJECTIVES: To balance and travel using a combination of body parts. To create a balance/travelling sequence.

WARM UP (10 MIN) Make a shape:

Children and adults place equipment in the space ready to use

- Travel in the space and on command jump to make a wide shape. Repeat with narrow shapes and balances so body parts are far apart and/ or close together.
- Play the 'Matching' game. Working in pairs pupils take turns to mirror their partner's shapes.

TASK ONE (20 MIN) Follow the leader:

- In pairs, have a go at follow the leader: The leader will pick a travel movement, thinking about level direction, and pathway, partner is to copy exactly.
- On command "Stop and Change" the leader goes to the back. The new leader has 30 seconds to think about their new form of travel, ensuring a change in level, direction, and pathway used?
- Repeat a couple of times.

TASK TWO (20 MIN) Put them together

- Link balancing high, travelling and balancing low with body parts far apart to form a sequence. Practise and perform to a partner.
- By leading and following a partner, match each other's sequences. Repeat the session focussing on body parts being close together.
- Take turns to teach your sequence to another pair.
- Join up and create a sequence in a group of four.

EVALUATION:

- Give feedback hat did you like about your partner's jumps? What aspects could they improve?

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

EQUIPMENT

- Balance pictures
- Benches
- Mats
- Gym horse
- Gym tables
- Tops cards for balancing and travelling (see link)

KEYWORDS/PHRASES

- Control
- Clear shapes
- Long shapes
- Combine
- Straight shape
- Star Shape
- Dish shape

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Use more complex shapes and travelling methods

Choose easier balances

Combine several balances and travelling methods

Combine two shapes with a balance

INCLUSION: Use simple balances. Balance while being supported.

LESSON PLAN: GYMNASTICS: YEAR 3: WEEK FOUR

LESSON OBJECTIVES: To jump in a variety of ways and land safely. To combine jumping with travelling.

WARM UP (10 MIN) ON and OFF:

Children place equipment in the space ready to use

- Children travel in and out of the apparatus. On the command 'ON' they stop and hold a balance on a piece of apparatus or 'OFF' stop and perform an action on the stop e.g. hopping, jumping high.
- Children to travel using straight, zig-zag, curved pathways.

TASK ONE (20 MIN) 1's and 2's:

- Can you travel in the space without walking/ jogging/ running? (hopping, skipping, jumping, bouncing, galloping)
- Explore 1) hopping 1 foot to 1 foot, 2) hopscotch 2 feet to 1 foot to 2 feet, 3) bouncing 2 feet to 2 feet.
- Can you travel in directions other than forwards? Are some ways easier/ harder than others?
- Bounce on the spot bending ankles and knees on landing.
- Jump on the spot. What is the difference between a bounce and a jump? Try jumping using the arms and without using the arms. Which one allows you to jump higher?

Develop. Run into a space, jump, land and sink to the ground.

TASK TWO (20 MIN) Combinations:

- Link travelling, jumping to land on 2 feet, sinking and rolling to form a sequence that can be repeated. The sequence should start and finish on the feet.
- Practise, refine and perform.
- When jumping high can you add a shape in the air? How many different shapes can you perform?
- Can you combine three jumps together?

EVALUATION

- Tell me some safety points to landing? Bend your knees, arms out for balance, head up and concentrating.

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

EQUIPMENT

- Gym horse
- Hoola hoops
- Benches
- Gym tables
- Mats
- Tops cards for jumping (see link)

KEYWORDS/PHRASES

- Head up
- Bend your knees
- Arms out for balance
- Land with feet apart
- Land on flat of feet
- Use arms to balance
- Stillness

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Use small hurdles during task 1

Use less complex jumps

Use more complex jumps

Use less actions in a sequence

Combine several jumps together in a sequence

INCLUSION: Use one simple jump. The use of TA for extra support.



LESSON PLAN: GYMNASTICS: YEAR 3: WEEK 5

LESSON OBJECTIVES: To roll on, select and combine ways of rocking and rolling with travelling.

WARM UP (10 MIN) Musical body parts:

Children place equipment in the space ready to use

- 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.
- Children sit with their legs out in front of them, so their legs are tense. Introduce the concept of rocking by asking them to rock from side to side in this position. Legs should stay together.

TASK ONE (20 MIN) Rockers:

- How else can you rock from side to side? E.g. from foot to foot.
- On mats experiment on the back and on the tummy.
- What other directions can you rock in? E.g. forwards to backwards.
- Develop rocking into rolling e.g. can the children rock from side to side on their back then perform a log roll? Ask the children what shape they are in when performing this i.e. narrow shape.
- Can children rock forwards to backwards into standing?
- Watch other children and copy their ideas.

Develop. Explore different ways to travel in a sideways direction.

TASK TWO (20 MIN) Rock and roll:

- Demonstrate ways to rock and roll across the mat.
- Travel around the mat sideways. How do you turn travelling actions you know into sideways action? Link with rocking and rolling across the mat.
- Encourage linking movements to join the two parts together.
- Practise, perform and refine. Repeat as a final presentation.
- Select and link three different ways of moving across the mat. Include a sideways action, a rock into a roll.
- Use apparatus to roll off (benches).

EVALUATION

- Watch your partner and identify something they did well and something that may help them improve.

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

EQUIPMENT

- Music
- Mats
- Benches
- Gym tables
- Tops cards for rolling (see link)

KEYWORDS/PHRASES

- Tense body
- Straight arms & legs
- Point fingers and toes
- Maintain position/shape when rolling

DIFFERENTIATION/HOMEWORK

MORE ABLE

Roll along benches

Combine several rolls together in a sequence

LESS ABLE

Perform rolls on mats

Use less actions in a sequence

INCLUSION: Children choose easiest rolls for them. Support from TA.

LESSON PLAN: GYMNASTICS: YEAR 3: WEEK 6

LESSON OBJECTIVES: To combine hanging, swinging, travelling and jumping on different apparatus.

WARM UP (10 MIN) Around:

Children and adults place apparatus in the space.

- Avoiding the apparatus children to travel in the space – hopping, bouncing, jumping and skipping.
- In a space, stretch arms in the air then flop forwards and let arms swing loosely and hang. Can they make their arms swing in different directions?
- Can children travel and swing arms at the same time?

TASK ONE (20 MIN) Animals through the jungle:

- Recap jumping from height off the apparatus. Explore different pieces of apparatus. Can you jump off a new piece? Can you land and be still? Can you perform a shape in the air?
- To explore hanging and swinging from hands and knees (body inverted). Which directions can you swing in?
- Can you swing to travel along a piece of apparatus e.g. along a ladder, hand to hand?
- Which actions are easy and hard? Why are some harder than others? Which apparatus lends itself to hanging and swinging?

Develop. Try to hang from a bar or rope showing different shapes – tuck, pike, and legs through the arms.

TASK ONE (20 MIN) Can you hang?

- Using an apparatus station, link ways of travelling towards and away from, along the apparatus, jumping and landing, hanging and swinging. Not all apparatus may lend itself to hanging/ swinging.
- Can you slide, push or pull yourself along the low level apparatus?
- Can you try to attach yourself/hang from a bar or rope showing different shapes?
- Watch others and copy ideas. Practise, refine and perform a sequence focusing on control and quality.

EVALUATION

- Which station did you find easiest and the most difficult? How did you plan what you did based on the apparatus you used?

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EQUIPMENT

- Wall apparatus
- Gym tables
- Benches
- Gym horse
- Hoola hoops
- Mats
- Tops cards for balancing and travelling (see link)

KEYWORDS/PHRASES

- Arms straight
- Use strength
- Head up
- Keep still to balance
- Swing to move
- Star shape in the air
- Strategy

DIFFERENTIATION/HOMEWORK

MORE ABLE

Swing from one rope to the next

Combine a jump with a shape in mid air

LESS ABLE

Swinging from lower heights

Use more simple jumps

INCLUSION: Keep feet on the group when swinging on rope.

