

LESSON PLAN: GYMNASTICS: YEAR 4: WEEK ONE

LESSON OBJECTIVES: To select and combine matched actions. To combine them with a partner.

WARM UP (10 MIN) Move to balance:

- Children move around by skipping or side stepping while they respond to various instructions quickly e.g. sit, stand, lie down, jog on the spot, kneel.
- Repeat but this time children suggest the next action that has to be the opposite of what they have just done e.g. jog in the space to balance on the spot. Talk about matching and contrasting actions.

TASK ONE (20 MIN) Mirror shapes:

- Pupils place several mats around the hall.
- Working in pairs side by side, both perform a balance on hands and feet, #1 tuck shaped, #2 star shaped.
- One in front of the other, both perform a sideways roll, #1 in a tucked shape, #2 in a pin shape.
- Talk about matching actions and contrasting shapes.
- Explore other matching actions that can be performed using contrasting shapes.
- Watch others and try other ideas from what you observed.

Develop: Can you create actions that go backwards?

TASK TWO (20 MIN) Shape and go:

- Working in pairs, children select a way to travel towards each other and away from each other and an action to perform when they meet.
- Children should copy each other's actions but perform contrasting shapes.
- Children should focus on moving smoothly from one action to the next.
- Ask children what makes a good sequence i.e. change in level, speed, and direction.
- Take turns to practise and perform a final presentation to another group who highlight the aspects they liked and the areas that could be improved.
- Pupils now alternate between matching and contrasting shapes to make a new sequence.

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
- Tops cards for balancing and travelling (see link)

KEYWORDS/PHRASES

- Maintain stillness during balance
- Maintain body shape when rolling
- Body tension
- Copy partner
- Timing

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Keep a beanbag balanced on your body when performing a shape

Choose two easiest shapes to perform

Combine more difficult travelling methods going forwards and backwards

Combine just two travelling methods

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

LESSON PLAN: GYMNASTICS: YEAR 4: WEEK TWO

LESSON OBJECTIVES: To show awareness of obstacles and use steps and jumps to clear them. To combine travelling and balancing.

WARM UP (10 MIN) Grow tall:

Children place equipment in the working area ready to use

- Children to travel in and out of the apparatus avoiding contact with it and other children.
- On the teachers command children stop, make contact with the floor, mat or apparatus and stretch away from it.
- Repeat stretching different parts each time depending on the teacher's instructions.
- Let them choose which body part they stretch away from the apparatus that they make contact with.

TASK ONE (20 MIN) Body parts:

- While moving around the hall, children explore different ways of travelling over, under, through and around changing levels as they move.
- Explore high balances on the apparatus or in contact with it.
- Repeat exploring low balances. What is the difference between the number of body parts in contact with the floor/apparatus when performing high and low balances?
- Can children move smoothly from a high balance to a low to a high? Which linked moves are best?

Develop: Can they attempt alternate actions on and off the apparatus?

TASK ONE (20 MIN) Travel and balance:

- Children choose their own travelling and balancing actions to form a sequence that includes high and low levels.
- Can they alternate the use of levels?
- How do they work with the apparatus and other children to form a sequence that works?
- Children work in pairs taking turns to lead and copy their partners travel and balance sequence.
- Ask them to give feedback about what they liked about their partners actions and what they could improve before switching roles.

EVALUATION: (5 – 10 MIN)

- Can you remember the number of steps you needed between each obstacle? How did you maintain the ability to copy your partner?

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

EQUIPMENT

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

KEYWORDS/PHRASES

- Head up
- Fast arms
- Keep on the balls of your feet
- Arms out for balance
- High level
- Low level

DIFFERENTIATION/HOMEWORK

MORE ABLE

Travel and balance along the underside of the bench

Put longer sequences together

LESS ABLE

Balance on lower level apparatus/mats

Put shorter sequences together

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



LESSON PLAN: GYMNASTICS: YEAR 4: WEEK THREE

LESSON OBJECTIVES: To balance and travel using combinations of body parts. To combine balance and travelling actions to make a sequence.

WARM UP (10 MIN) Make a shape:

Children place equipment in the working area ready to use

- Travel in and around the apparatus 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) Points and patches:

- Using a selection of benches, balance beams and ropes, ask the children to explore travelling/dynamic balance.
- In small groups, allow children enough time to explore their piece of apparatus before rotating them round to explore a different piece.
- Explore different ways of balancing using lines, ropes, benches and/or beams:
Walk forwards, sideways and backwards on flat feet and tip-toes
Walk forwards: Lifting knees up and flicking heels to bottom up behind
Walk forwards: Lifting legs up straight out in front of body.
- Can the children come up with other challenging ways of moving along the bench/beam?
- Recap with the children patches and points of the body?
Patches – Are large parts of the body: Back, stomach, bottom and shoulders.
Points – Are small parts of the body: Feet, knees, hands, elbows and head.
- In pairs explore asymmetrical balances on large patches and on small points, using the apparatus.

Develop: With a partner practise 'matching' each other's ways of travelling.

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.
- Perform the joined up sequence to another group of four who give feedback before switching roles.

EVALUATION:

- Discuss what you could add to your sequences if you were to perform them again.

EQUIPMENT

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

KEYWORDS/PHRASES

- Control
- Stillness
- Clear shapes
- Long shapes
- Combine
- Straight 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 4: WEEK FOUR

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

WARM UP (10 MIN) Animals:

Children place equipment in the working area 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 stepping, repeating on both sides.
Crab - Sit on bottom, hands flat on floor, lift bottom and walk forwards.

TASK ONE (20 MIN) Jumping by numbers:

- Recap the 3 stages of jumping and what makes a good jump? Recap the 5 jump classifications? Who can remember them all?
- 2 feet – 2 feet, 2 feet – 1 foot, 1 foot – 2 feet, 1 foot – same foot, 1 foot – other foot.
Shape Jumps: Straight, tuck and star. More able may also do straddle and pike. Partner assisted shape jumps: Including straddle and pike
Rotation: 180 and 360 degrees
1 foot – 1 foot: Cat leap and scissor leap.
- Using benches and other available small apparatus, no higher than the children's average hip height, ask the children to explore jumps:
Using shapes on and off the apparatus
Using rotation on and off the apparatus
Using leaps along or over the apparatus.

TASK TWO (20 MIN) Combinations:

- In pairs, revise sequence from last week; adapt the sequence to accommodate a piece of apparatus.
- Concentrate on using different levels, directions, speeds and pathways to improve the variety and flow of the sequence. Perform together facing each other in a mirror formation, start apart and move together.
- Allow children time to remember, repeat and practise their sequence before performing to another pair who give feedback before switching roles.

EVALUATION

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

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

EQUIPMENT

- Gym horse
- 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 fee
- Stillness
- Control

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Use small hurdles during task 1

Use less complex jumps

Use more complex jumps and land on one/weaker foot

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 4: 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 working area 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) Forward rollers:

- 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.

Extension: Forward roll

- Make sure hands are flat on floor, head is tucked under, weight taken on hands and shoulders, not head and neck. Lift hips up to create momentum, round back to roll smoothly onto your back (do not place your head onto the mat). Children can roll onto their side to make it easier.

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 and a forward or side roll.
- Use apparatus to roll off (benches).
- Show your sequence to another pupil who gives feedback before switching roles.

EVALUATION

- Discuss how you challenged yourself to make your rolls more difficult.

<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
- Head and knees tucked in during forward roll

DIFFERENTIATION/HOMEWORK

MORE ABLE

LESS ABLE

Complete a forward roll

Perform rolls on mats

Combine several rolls together in a sequence

Complete a side roll

Roll with a beanbag between your hands, knees or feet

Use less actions in a sequence

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



LESSON PLAN: GYMNASTICS: YEAR 4: WEEK 6

LESSON OBJECTIVES: To combine several travelling and jumping actions on different apparatus.

WARM UP (10 MIN) Around and around:

Children and adults place apparatus in the working area.

- Avoiding the apparatus children to travel in the space – hopping, bouncing, jumping and skipping.
- Can you travel backwards while walking? Increase your speed when you become more confident.
- Can you travel around on all fours?
- Can you travel on all fours going forwards, backwards and sideways?

TASK ONE (20 MIN) Shapes. Travel Balance Rolls Jumps Climbing Hanging:

- Set out as much large apparatus as is available, ensuring enough space between stations.
- Use mats to designate landing area, for assisting resilience when landing from low apparatus, or for denoting areas to practise travelling upside down on low equipment and rolling.
- Set up 6 stations, allowing the children to explore a mixture of:
 - Climbing/hanging – Wall apparatus, fixed frames, ropes
 - Travelling - Benches, mats and floor space
 - Still Balance – Gym tables, gymnastic platforms, benches
 - Dynamic Balance - Balance beams, up turned benches
 - Jumping - Low gym tables, gymnastic platforms or benches
 - Rolling - Mats, springboard to roll down, mats.
- Divide the children evenly into groups, depending on how many stations you have available. Allow up to 5 minutes per station for the children to explore gymnastics actions.

TASK ONE (20 MIN) Can you hang?

- In pairs, begin to create a sequence containing at least 4 gymnastics actions, including a start and end position, travels, balance, rolls and/or jumps, using your allocated piece of apparatus.
- Concentrate on using different directions, levels, speeds and pathways, using creative links to smoothly join actions together.
- Decide which relations/formations to use within sequence; mirror, match, unison, cannon, contrast etc.

EVALUATION

- Which station did you find easiest and the most difficult? What did you change based on which apparatus you used?

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

EQUIPMENT

- Wall apparatus
- Gym tables
- Benches
- Gym tables
- Mats
- Tops cards for balancing and travelling (see link)
- Ropes
- Springboard

KEYWORDS/PHRASES

- Control
- Use strength
- Grip
- Stillness
- Clear shapes
- Transition
- Combine

DIFFERENTIATION/HOMEWORK

MORE ABLE

Complete six different gymnastics actions on each piece of apparatus

Combine more than four gymnastics actions

LESS ABLE

Complete at least three different gymnastics actions on the apparatus

Combine more simple gymnastics actions

INCLUSION: Keep feet on the group when swinging on rope. Perform low jumps.

