







Gymnastics													
Theme		Creativity and physical fitness											
Learning Objectives:		Equipment:		TA:									
1.	Demonstrate quality movement	Gym mats, Video camera, Key Shape picture resource cards.		To assist pupils in routine development and help manage behaviour.									
2.	Develop a routine using key shapes, balances and travelling												
3.	Understand strength aspects of sport												
Cross Curricular Opportunities													
Literacy Keywords:	Routine, sequence, timing, movement, quality, balance, coordination, shape, posture, mobility, cooperation.	Citizenship:	Working in pairs and small groups.										
Numeracy:	Counting in time.	ICT:	Video of group performances to watch back on the projector.										
SEN:		Risk Assessment:											
Teacher Notes													
In this lesson the children will be introduced to gymnastics. Four of the 9 key shapes will be used in this lesson to help teach the children the importance of strength, posture and quality movement. Together with elements of travelling and balances the children will develop a simple routine cooperating with fellow pupils, finally demonstrating their work to the class in a short performance that can be recorded and played back using ICT.													
Lesson part	Content	Teaching points	Image	Duration									
Warm Up	<p><u>Dynamic warm up</u></p> <p>Ask the children to move in and out of the mats always searching for space. Incorporate movements such as:</p> <table><tr><td>Jogging</td><td>High knees</td><td>Heel flicks</td></tr><tr><td>Side steps</td><td>Skiping</td><td>Hopping</td></tr><tr><td>Jumping</td><td>Lunging</td><td></td></tr></table>	Jogging	High knees	Heel flicks	Side steps	Skiping	Hopping	Jumping	Lunging		<ul style="list-style-type: none">Highlight good examples of movements.Look for good movement – ball of foot running, jumping and hopping.Quiet feet.Arms and legs moving, torso and head still.		2-3 mins
Jogging	High knees	Heel flicks											
Side steps	Skiping	Hopping											
Jumping	Lunging												



Skill development	<p><u>Key shapes</u> Get the children onto mats in pairs or 3's.</p> <p>Using the 'Key Shape' guidance cards, the children should practice and demonstrate to each other all of the following Key Shapes:</p> <ul style="list-style-type: none"> • Straight • Star • Straddle • Dish <p>Progression: Call out each Key Shape; the children must react quickly to your instruction getting into each shape.</p>	<ul style="list-style-type: none"> • Encourage the children to perform all movements with smart posture (see key shape cards for technical details of each shape). • Tight, neat and clear body shapes. • Always encourage quality movement between each shape. • Teach the children to brace and feel strong when holding positions – especially when performing the 'dish'. 	<p>See attached 'key shape' guidance cards.</p>	<p>15 mins</p>
Skill development	<p><u>Travel</u></p> <p>Using the edges of the mats the children are working on. Ask each child of every pair / group to stand in a corner of their mat.</p> <p>They must walk smartly around the edge of their mat.</p> <p>Progression: Ask the children to move sideways and backwards but with the same quality movement as before.</p> <p>Introduce Turns and leaps if appropriate and time allowing.</p>	<ul style="list-style-type: none"> • Encourage the pupils to have pointed toes and straight arms. • Travelling is used to move around the space and to get into the next position to perform the next element. • The pupils should always look where they are going and move safely. 		<p>5-10 mins</p>



Skill Development	<p><u>Balance</u></p> <p>The two types of balance categories in today's lesson are 'Individual' and 'Partner'.</p> <p>Ask the children to perform a balance on their mat by themselves.</p> <p>The balances can involve the key shapes or the pupils can make them up – they must be safe balances.</p> <p>Progression: Using their ideas from 'Individual Balances' the pupils should now use each other to perform a 'Partner Balance'.</p> <p>A Partner Balance should be performed so the balance would not be possible or successful if it was performed individually (e.g. there would be loss of balance if the children were not supporting each other).</p>	<ul style="list-style-type: none"> • Ensure the mats are not overcrowded and the balances are safe to both the child performing and other pupils. • Encourage the children to feel stable and centred over their feet. • Reinforce straight neat tight posture when performing balances. • See if the children can hold their balance long enough; 3 – 4 seconds. 	<p><u>Individual Balance</u></p>  <p><u>Partner Balance</u></p> 	<p>5-10 mins</p>
Performance	<p><u>Routine</u></p> <p>Now it is time for the children to combine some of the elements they have learned.</p> <p>Ask the children to develop a routine consisting of:</p> <ul style="list-style-type: none"> • 4 key shapes • 2 balances • 1 travel 	<ul style="list-style-type: none"> • Pupils should think about the routine like a story; Start, Middle & Ending. • The straight is often used to signal the start and finish of a routine. • Ensure the children work together and try to perform the movements in time 		<p>15 mins</p>



	<p>When all groups have their routines finished, get half of the class to perform and the other half to observe.</p> <p>Video each half of the class as they perform and the video can be shown back as either part of the plenary, in the class or at the start of next week's lesson.</p>	together and in a controlled manner.		
Warm Down	<p><u>Gymnastics TV</u></p> <p>Ask the children to imagine they are on TV performing like professional gymnasts (safely).</p> <p>The teacher has the remote control. The children must perform the following actions when the teacher calls out:</p> <p>"Play" = travel around like a gymnast; leaping, jumping, walking.</p> <p>"Pause" = ask a child to choose a stretch for all others to copy.</p> <p>"Slow Motion" = move around in slow motion stretching arms and legs out with nicely pointed fingers and toes.</p> <p>"Stop" = perform a straight, star, straddle or tuck.</p> <p>"Rewind" = move backwards carefully looking where you are going.</p>	<ul style="list-style-type: none"> • Make the stretching element of the warm down the main focus. • Emphasise the quality of movement. • Encourage the children to choose stretches for different body parts. • Encourage the children to gradually slow their movements down. 		2-3 min
Plenary	<p>Encourage the children to think about and discuss the answers to these questions:</p> <p>What is good posture?</p> <p>What is a routine?</p> <p>What is quality movement?</p> <p>What are the 4 key shapes?</p> <p>What types of balances did we do today?</p>	<p>Encourage the children to support their answers with demonstrations.</p> <p>The videos of the performances can be shown for extra visual and external feedback.</p> <p>The pupils can learn not only from watching others but also themselves.</p>		5 mins



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