

Gymnastics - Year 1

<p>Year R</p> <ul style="list-style-type: none"> To develop balance, agility and co-ordination individually and with others. To perform in co-operative physical activities. To master basic movements including running and jumping. To perform a routine using simple movement patterns. 		<p>Year 1</p> <ul style="list-style-type: none"> To further develop balance, agility and co-ordination individually and with others. To perform in co-operative physical activities. To master basic movements including running, skipping and jumping. To perform a routine using slightly more complex movement patterns. 		<p>Year 2</p> <ul style="list-style-type: none"> To further develop balance, agility and co-ordination individually and with others. To perform in co-operative physical activities. To master basic movements including running, skipping, hopping and jumping. To perform a routine using slightly more complex movement patterns. 	
Key skill/s	Warm up	Main Activity	Equipment	Cool down	
<p>LESSON 1</p> <ul style="list-style-type: none"> To further develop balance, agility and co-ordination individually and with others. To perform in co-operative physical activities. To master basic movements including running, skipping and jumping. To perform a routine using slightly more complex movement patterns. 	<p>Children to play warm up game 'Freeze'.</p> <p>Children to think about different ways of travelling. Pick a way of travelling around the room (between mats not on them). Children travel this way round the room until the teacher says freeze. Last child to freeze loses one of their three lives. three of the ways of travelling should be running, skipping and jumping.</p>	<p>Set 15 mats out in the hall with space between them. 2 children to work on each mat.</p> <p>Recap 4 gymnastics shapes with the children (tuck, straight, straddle, pike). Give children opportunity to practice shapes (remember shapes can be performed from a sitting or standing position).</p> <p>Children to work in pairs. One to tell their partner what shape to perform and the other to perform it. Swap jobs so both partners get opportunity to say and perform the shapes.</p>	15 mats	<p>Play warm up game but at a slower pace with slower forms of travelling (e.g. walking, stretching).</p>	

<p>LESSON 2</p> <ul style="list-style-type: none"> • To further develop balance, agility and co-ordination individually and with others. • To perform in co-operative physical activities. • To master basic movements including running, skipping and jumping. • To perform a routine using slightly more complex movement patterns. 	<p>Children to play warm up game 'Freeze'.</p> <p>Children to think about different ways of travelling. Pick a way of travelling around the room (between mats not on them). Children travel this way round the room until the teacher says freeze. Last child to freeze loses one of their three lives. three of the ways of travelling should be running, skipping and jumping.</p>	<p>Put 15 mats out in the hall with space between them. 2 children to work on each mat.</p> <p>Recap shapes from previous lesson. Teacher to say shape at the front of the room and children to do the shape on their mat.</p> <p>Introduce balances. Explain to the children that we are looking at trying to balance on different parts of our bodies. When performing a balance we have to hold it still for 3 seconds.</p> <p>Teacher to give children a number and they need to try and make a balance having that many body parts touching the floor.</p> <p>Children to then work in pairs with the other child on her mat. Teacher to call out a number. Children to balance with a partner using the total number of body parts touching the mat.</p>	<p>15 mats</p>	<p>Play warm up game but at a slower pace with slower forms of travelling (e.g. walking, stretching).</p>
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<p>Lesson 3</p> <ul style="list-style-type: none"> • To further develop balance, agility and co-ordination individually and with others. • To perform in co-operative physical activities. • To master basic movements including running, skipping and jumping. • To perform a routine using slightly more complex movement patterns. 	<p>Children to find a space in the room. Teacher to shout out a shape and the children to do it (straight, tuck, pike, straddle).</p>	<p>Set up 8 benches in the hall with a mat at the end of each bench. Children to walk along the bench and jump off at the end. Children to perform a shape at the end on the mat and perform a different shape each time they go.</p> <p>Encourage children to start and finish their routine with the straight shape.</p> <p>Children to then move on to adding a balance on the end of the bench before jumping off on to the mat. Encourage them to hold their balance for 3 seconds before jumping off.</p>	<p>8 benches 8 mats</p>	<p>Children to find a space in the room. Teacher to shout out a shape and the children to do it (straight, tuck, pike, straddle).</p>
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<p>Lesson 4</p> <ul style="list-style-type: none"> • To further develop balance, agility and co-ordination individually and with others. • To perform in co-operative physical activities. • To master basic movements including running, skipping and jumping. • To perform a routine using slightly more complex movement patterns. 	<p>Children to find a space in the room. Teacher to shout out a shape and the children to do it (straight, tuck, pike, straddle).</p>	<p>Set up 8 benches in the hall with a mat at the end of each bench.</p> <p>Children to walk along the bench and jump off at the end. Children to perform a shape at the end on the mat and perform a different shape each time they go.</p> <p>Encourage children to start and finish their routine with the straight shape.</p> <p>Children to then move on to adding a balance on the end of the bench before jumping off on to the mat. Encourage them to hold their balance for 3 seconds before jumping off.</p> <p>For progression, turn half the benches over so the beam the children walk along is narrower. Swap groups so that each group has an opportunity to travel along the narrower beam. Children to try and create a routine and then practice it to share with the rest of the class at the end.</p>		<p>Children to find a space in the room. Teacher to shout out a shape and the children to do it (straight, tuck, pike, straddle).</p>
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<p>Lesson 5</p> <ul style="list-style-type: none"> • To further develop balance, agility and co-ordination individually and with others. • To perform in co-operative physical activities. • To master basic movements including running, skipping and jumping. • To perform a routine using slightly more complex movement patterns. 	<p>Children to find a space in the room. Teacher to shout out a shape and the children to do it (straight, tuck, pike, straddle).</p>	<p>Set hall up with benches leading to a mat at the end. Put small and medium boxes between the mat and the bench in 4 of the runs. Rotate children round so they get the opportunity to jump from all size boxes.</p> <p>Introduce different types of jump. Different jumps are star jump, tuck jump, straight jump, half twist jump, straddle jump and pike jump.</p> <p>Speak to children about landing safely when jumping by staying in control and ensuring their knees are bent.</p> <p>Children to come up with a routine that includes a balance, shape and jump.</p>	<p>8 benches 8 mats 2 small boxes 2 medium boxes</p>	<p>Children to find a space in the room. Teacher to shout out a shape and the children to do it (straight, tuck, pike, straddle).</p>
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<p>Lesson 6</p> <ul style="list-style-type: none"> • To further develop balance, agility and co-ordination individually and with others. • To perform in co-operative physical activities. • To master basic movements including running, skipping and jumping. • To perform a routine using slightly more complex movement patterns. 	<p>Children to find a space in the room. Teacher to shout out a shape and the children to do it (straight, tuck, pike, straddle).</p>	<p>Set hall up with benches leading to a mat at the end. Put small and medium boxes between the mat and the bench in 4 of the runs. Rotate children round so they get the opportunity to jump from all size boxes.</p> <p>Introduce different types of jump. Different jumps are star jump, tuck jump, straight jump, half twist jump, straddle jump and pike jump.</p> <p>Speak to children about landing safely when jumping by staying in control and ensuring their knees are bent.</p> <p>Children to come up with a routine that includes a balance, shape and jump. Other children in group to watch routine and feedback to what they could do to improve. Children to act on feedback to try to improve.</p>	<p>8 benches 8 mats 2 small boxes 2 medium boxes</p>	<p>Children to find a space in the room. Teacher to shout out a shape and the children to do it (straight, tuck, pike, straddle).</p>
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Straight



Pike



Tuck



Straddle

