

Learning Intention: How can you perform shapes, balances and jumps using various apparatus?

EQUIPMENT:

resource cards
mats
benches
boxtops
wall bars

Year 2

I can perform a sequence with control and a strong body

I can perform a sequence with control, strong body and always show a good start and finish

I can perform a sequence from the start to finish with good control, good body tension and pointed toes

Warm up: Balance Tag

Children to skip around (with pointed toes)- There is one or two shooting stars who can tag anyone shooting stars also have to skip!

If you are tagged by a shooting star - you must FREEZE and show a BALANCE

The only way you can be released is by another skipping star - they are to give you a high five!

(Please note if there are apparatus out already you could ask the children to skip around in and ask them to FREEZE and show a balance, jump or shape)

Recap shapes ... Straight shape, Star shape, Straddle, Star, Tuck, Dish, Arch, Squat, Pike

Teacher to make it a race - who can be the quickest but also strong!

Activity 1: Sequence Fun - with apparatus

- Set up apparatus (Apparatus set-up is just a guideline you can adapt the circuit to suit your school's facilities).

Q & A with the children what Rolls, Jumps, Balances they have learned over the last five lessons?

Year 2: Children to make up a mini sequence in pairs/fours.

They are to choose: 2 BALANCES, 2 JUMPs and 2 ROLLS.

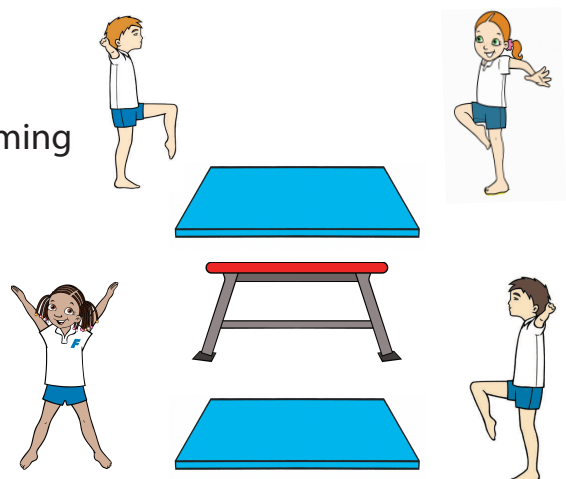
How can they link them together smoothly to perform a sequence? Remember their travelling moves to link them.

Children to think about where they START in their sequence e.g. different points on the apparatus, one behind another, mirroring each other etc...

Make it harder: Children to add more jumps, balances and rolls into their sequence.
: Point toes when performing skills.

Sequence on Apparatus:

- ✓ Have a **strong controlled** body when performing
- ✓ Show a clear **START** and **FINISH**
- ✓ Link together smoothly



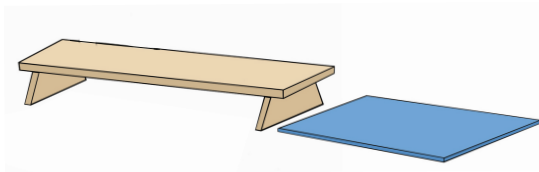
Feedback:

- Children to be mini coaches – giving feedback to peers to help improve performance.
- Children can film performances using iPads/tablets - use to improve performance
- **Add music for the performance.**

Children to walk like a gymnast when they move to the next station. Stand tall and point toes.
Rotate around to each station (5 minutes on each)

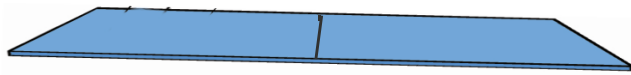
Station 1:

Bench,
mat, spot.



Station 2:

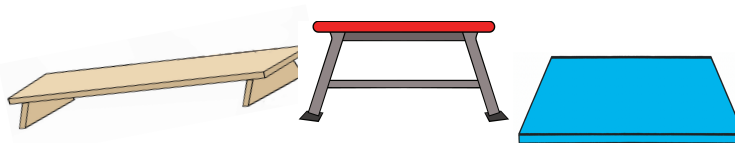
Two mats ,spots.



Key words: Pointed toes
Control
Strong body
Start
Middle
Finish

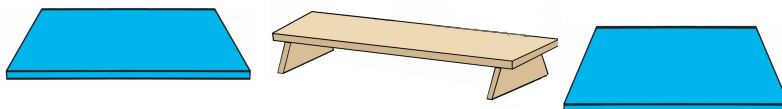
Station 3:

Bench attached
to low box top, mat,
spot.



Station 4:

Bench and 2 mats



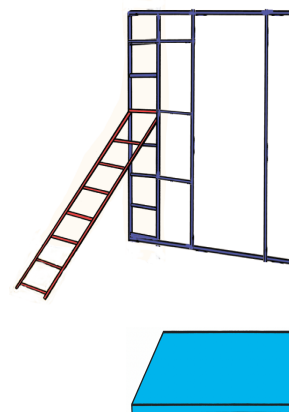
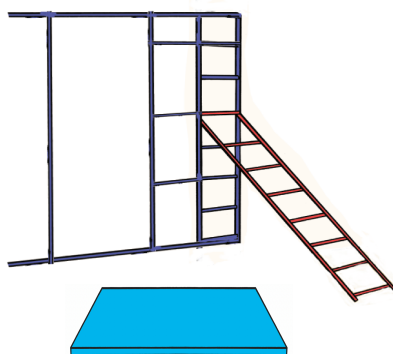
Station 5/6:

Wall bars/ropes

You can add a mat for children to
perform skills such as **rolls**.

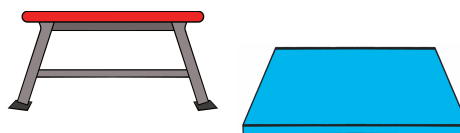
Challenge:

Children to think of how they can
travel to the mat like a gymnast.



Station 7:

Spot, table, spots.



Cool Down: Lie down on the floor. Teacher to count to ten. Children
to grow into their favourite shape.

Plenary: Ask the children what is important when performing a
sequence on apparatus.