

GYMNASTICS LESSON 5

YR 3

Learning Intention: How can you perform sequence on the floor?

EQUIPMENT:

mats, music.

Year 3

I can perform a sequence showing body tension and some control

I can perform a sequence showing good body tension, control and pointed toes

I can perform a sequence using different levels showing good body tension, control and fluency

Warm up: Musical Shapes

Children to skip around with pointed toes to music.

When the music stops children quickly perform a balance.

Team points given to individual children for strong balances.

Shapes:

Children in pairs practising their shapes or you could invite two children up to teach the rest of the class.

Straight shape

Star shape

Straddle

Tuck

Dish shape

Arch

Squat shape

Pike shape

Front Support

Back Support

Japana

Make it harder: Can they show any stretches in these shape e.g japana

Activity 1: Sequence Time on the floor

Q & A. What gymnastic skills have the children learned this term? **Jumps, rolls, balances bunny hops.**

Pairs/threes to make up a sequence. Include : **2 Jumps, 2 Balances, 2 Rolls, Bunny Hops**

Perform sequence to music.

- ✓ Think of levels - different heights in your sequence
- ✓ Unison (can they perform at the same time?)
- ✓ Directions - Move in different directions
- ✓ Link sequence together smoothly moving from one skill to the next

Make it harder : Complex Rolls (Forward, Teddy Bear Rolls), Jumps (Full Turn)
Balances (bridge, shoulder stand)
Increase the number of skills in sequence
Change speed and direction

Children to ensure they have a clear **Start, Middle** and **Finish** to the sequence.

Children to watch each others performance, and feedback what they did well.



Cool Down: Children to move around the room slowly.
Can they show three stretches that they know?

Plenary: Ask the children what was important when performing their sequence. Did they use different levels? How did they improve their sequences?