GYMNASTICS LESSON 5   YR 4

Learning Intention: How can you perform sequence on apparatus?

Year 4

I can perform a sequence in unison showing body tension and some control
I can perform a sequence in unison showing different levels, good body tension and control
I can perform a sequence in unison showing different levels with good timing, control and fluency

KEY WORDS: Travelling, Sequence, Fluency, Japana, Matching, Mirroring, Levels

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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 fours practising their shapes. Each child to show a shape they know

Straight shape
Star shape
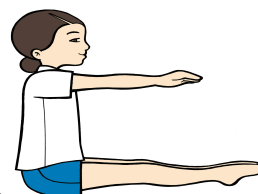Straddle
Tuck
Dish shape
Arch
Squat shape
Pike shape
Front Support
Back Support
Japana

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

Activity 1: Sequence Time on apparatus

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

In fours to make up a sequence. Include : **2 Jumps, 2 Balances (Matching & Mirroring), 2 Rolls, Bunny Hop**

Perform sequence to music.

- ✅ Levels - use different heights in your sequence
- ✅ Unison (can they perform at the same time)
- ✅ Travel in different ways
- ✅ Link sequence together with **fluency**

Linking Learning: How can you transfer your skills from the floor onto apparatus?

Key points: Good control, pointed toes, strong body tension, working in time with their group.

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.

AFL: All groups to perform their sequence to the class. Class to feed back on each group's performance. You can video each group for further analysis (Use iPads/tablets).
Children could use the video feedback to further improve performance.

Example set up of apparatus:

Children to ensure they have a clear **Start** and **Finish** to the sequence.
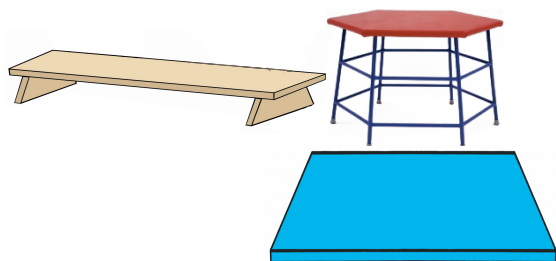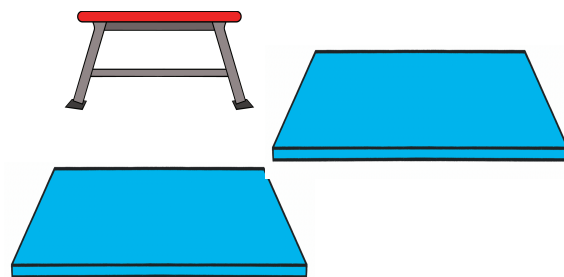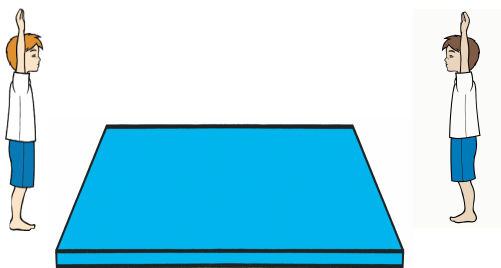
Balance Beam
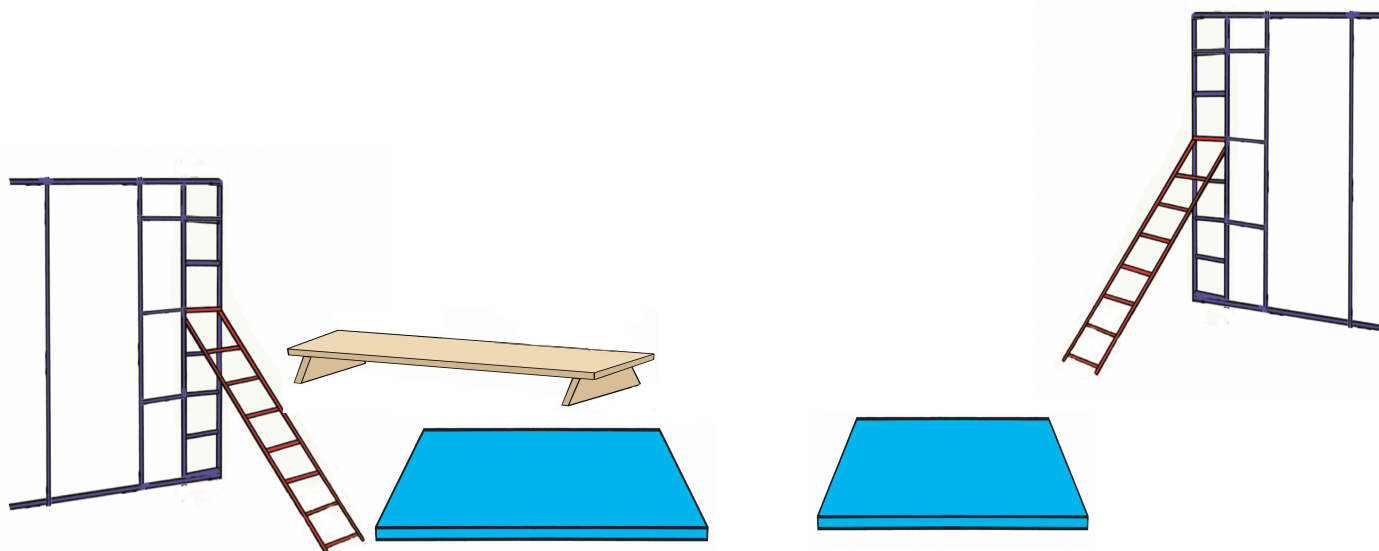
Cool Down: Children to move around the room slowly.
Can they show three stretches that they know?

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

PPP
PRIMARY P.E. PLANNING