

Year 3 - Intro to Gymnastics

Lesson Plan

MOVING
EDSTART

Lesson Objective	To introduce travelling in different ways using small and large body parts; making wide, thin, tall, and curled body shapes	Lesson 1/6
Equipment Needed	Mats.	
Success Criteria	Children can: <ul style="list-style-type: none">• Listen to instructions and engage themselves in activity and use space safely• Show a variety of shapes whilst being under control• Move using small and large body parts safely• Walk, stride, bounce and hop on feet or hands and feet and slide on different body parts• Control when moving at speed and changing direction	
Adapted Learning (Differentiation) (Challenge)	More abled children will be creating different shapes within the leaps and be pointing their toes when jumping and leaping.	
Key Questions	How can we travel in gymnastics?	
Warm Up	Children move around the mats using a variety of different movements (Skip, Bounce, Hop, and Jump). Stop and complete some stretches as a group starting from low working way up then body. Children are asked to partner up and sit on a mat. Legs out straight, sitting up right.	
Main Activity	<p>Crab Tig: Pick four players to be the 'tiggers'. All players over around in the 'crab' position. 'Tiggers' must tig the rest of the class. If caught, that player becomes as 'tigger'. Ask the children to work on moving using Large Body Parts (Back, Bottom, Stomach) and Small Body Parts (Hands and Feet).</p> <p>Main Activity: Children are asked to make small and large shapes using a variety of different body parts as they move across the hall. Children should be able to change shape of the movement under control. To practice this, children will be given a bean bag to balance on a variety of different body parts to help them keep control of the balance/movement.</p> <ul style="list-style-type: none">• Control – Being able to change shapes whilst maintaining balance• Movement – Being able to move in a variety of different ways	
Cooldown	Get the children to demonstrate their favourite balance individually and then in pairs.	
Key Technical Points	Children know the difference between small (hands/feet) and large (stomach/back) body parts.	

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Lesson Objective	To introduce different ways of travelling using small and large body parts; making wide, thin, tall, and curled body shapes	Lesson 2/6
Equipment Needed	Mats.	
Success Criteria	Children can: <ul style="list-style-type: none">• Show a variety of shapes whilst being under control• Move using small and large body parts safely• Walk, stride, bounce and hop on feet or hands and feet and slide on different body parts	
Adapted Learning (Differentiation) (Challenge)	More abled children will be creating different shapes within the leaps and be pointing their toes when jumping and leaping.	
Key Questions	What parts of the body can we travel on?	
Warm Up	Floor Is Lava: <p>Warm Up moving around mats using a variety of different movements (Skip, Bounce, Hop, and Jump). Stretching as a group starting from low working way up then body. When coach says 'Floor is Lava' children must step on to a mat in groups of 2,3,4 or 5. Repeat. Children are asked to partner up and sit on a mat. Legs out straight, sitting up right.</p>	
Main Activity	Bean Game: <p>Children move around and wait for the shout of Runner Bean/Jumping Bean/Chile Bean/Jellybean/String Bean/Broad Bean/baked bean/beans on toast/baby bean/butter bean. Here they move around in a specific way depending on what is called by teacher. Jumping Bean = Children Jump Around.</p> Key Technical Points: <ul style="list-style-type: none">• Travelling – Large Body Parts – Back, Bottom, Stomach. Small Body Parts – Hands and Feet• Control – Being able to change shapes whilst maintaining balance• Movement – Being able to move in a variety of different ways Main Activity: <p>Using previous weeks balances and movements, children are asked to make small and large shapes using a variety of different body parts.</p> <p>Children should be able to change shape of the balance or movement under control.</p> <p>To practice this, children will be given a bean bag to balance on a variety of different body parts to help them keep control of the balance/movement.</p> Short Routine: <p>Children are now asked to put together a short routine using the traveling moves they have practiced throughout the lesson and may add a few other moves that they remember from previous gymnastics lessons.</p> <p>When performing to the class, other children will be asked to evaluate and talk about what they have seen. Encourage them to use the gymnastic terms we have talked about.</p>	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	Control – Being able to change shapes whilst maintaining balance.	

Year 3 - Intro to Gymnastics

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Lesson Objective	To introduce balances upon small and large body parts and be able to vary the shape of the balances	Lesson 3/6
Equipment Needed	Mats.	
Success Criteria	Children can: <ul style="list-style-type: none">• Vary the types of balances they can perform• Know which small parts of the body can take weights and show high and low balanced positions• Use different parts of the body to balance• Balance with different parts of their bodies being at the top of the balance	
Adapted Learning (Differentiation) (Challenge)	More abled children will be able to show different shapes when leaping and pointing toes and fingers.	
Key Questions	What are the different types of roles? What is body tension? What is control?	
Warm Up	General Warm Up: Moving around mats using a variety of different movements (Skip, Bounce, Hop, and Jump). Stretching as a group starting from low working way up then body. Children are asked to partner up and sit on a mat. Legs out straight, sitting up right.	
Main Activity	<p>Explain what a balance is and go through some simple ones with the children. Allow them two minutes to experiment. What balances can they come up with?</p> <p>Point Balances – Children move around the hall and when coach says stop, stop on one part of body, increase to two...coach led. Pupils to perform 1,2,3,4,5 point balance etc. Focus on good tension and no wobbling, arms stretched.</p> <p>MAKE SURE THEY CAN HOLD THEIR BALANCE FOR AT LEAST 5 SECONDS.</p> <ul style="list-style-type: none">• Body Tension – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balance• Control – Children must enter and exit balances with control• Synchronization & Canon – Routine should have elements of both throughout <p>Children take turns to perform the shoulder patch balances partner watching and giving them advice, and seeing if they are under control. Children should be able to twist around whilst in the air and be able to land safely.</p> <p>Short Routine: Children are now asked to put together short routine of 4-5 moves with a partner containing balances (point & patch) and rolls with jumps, leaps and twist to link them all together.</p> <p>When performing in the class, other children will be asked to evaluate and talk about what they have seen. Encourage them to use the gymnastic terms we have talked about.</p>	
Cooldown	Recap and discuss Success Criteria.	
Key Technical Points	Children know the difference between small (hands/feet) and large (stomach/back) body parts.	

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Lesson Objective	To introduce various types of rolls and be able to show rolling sideways in curled and stretched shapes	Lesson 4/6
Equipment Needed	Mats.	
Success Criteria	Children can: <ul style="list-style-type: none">• Roll safely and under control in a variety of different ways• Know and understand the safety implications involved in various types of rolling and be able to show rolling sideways in curled and stretched shapes	
Adapted Learning (Differentiation) (Challenge)	More abled children will be able to show different shapes when leaping and have pointed toes and fingers.	
Key Questions	What are the different types of rolls? What is body tension? What is control?	
Warm Up	Floor Is Lava: Warm Up moving around mats using a variety of different movements (Skip, Bounce, Hop, and Jump). Stretching as a group starting from low working way up then body. When coach says 'Floor is Lava' children must step on to a mat in groups of 2,3,4 or 5. Repeat. Children are asked to partner up and sit on a mat. Legs out straight, sitting up right.	
Main Activity	<ul style="list-style-type: none">• Body Tension – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balance• Control – Children must enter and exit balances with control• Hold each balance for 3-4 seconds Tucked Roll – Children curl up into a little ball. Children roll from kneeling across the back; back to the kneeling position, using the elbows to assist the rolling action. Straight Roll – Lie flat on a mat with your arms stretched straight over your head and feet stretched away from your body. Roll to the left or right, completing a full rotation of the body. Keep your ankles and feet together. Squeeze your tummy, leg and bum muscles together. Complete a number of rotations one after the other. Short Routine: Children are now asked to put together a short routine using the traveling moves they have practiced throughout the lesson and may add a few other moves that they remember from previous gymnastics lessons. When performing to the class, other children will be asked to evaluate and talk about what they have seen. Encourage them to use the gymnastic terms we have talked about. Get the children to demonstrate their favourite roll.	
Cooldown	Recap and Discuss Success Criteria	
Key Technical Points	Tucked – Keep your chin tucked in and shoulders just off the floor to keep the rounded shape. Roll to the left or right, until you return to your starting position, completing a full rotation of the body. Remain in the same position and continue to roll. Straight – Lie flat on a mat with your arms stretched straight over your head and feet stretched away from your body. Keep your ankles and feet together. Squeeze your tummy, leg and bum muscles together.	

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Lesson Plan

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Lesson Objective	To introduce a variety of controlled turning jumps	Lesson 5/6
Equipment Needed	Mats.	
Success Criteria	Children can: <ul style="list-style-type: none">Twist from two feet to two feet under controlUnderstand when they need to use turning jumps in their routines and sequencesTell the difference between a leap and a jumpVary the shape of their leapsSafely land a jump/leap and understand how to cushion their landing	
Adapted Learning (Differentiation) (Challenge)	Group by ability.	
Key Questions	What is a twist? How do we land when jumping and twisting?	
Warm Up	Floor Is Lava: Warm Up moving around mats using a variety of different movements (Skip, Bounce, Hop, and Jump). Stretching as a group starting from low working way up then body. When coach says 'Floor is Lava' children must step on to a mat in groups of 2,3,4 or 5. Repeat. Children are asked to partner up and sit on a mat. Legs out straight, sitting up right.	
Main Activity	<ul style="list-style-type: none">Body Tension – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balanceControl – Children must enter and exit balances with controlHold each balance for 3-4 seconds <p>Children take it in turns to do the twists ($\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$) with their partner watching and giving them advice and seeing if they are under control. Children should be able to twist around whilst in the air and be able to land safely.</p> <p>More abled children will be able to show different shapes when leaping and have pointed toes and fingers.</p> <p>Short Routine: Children are now asked to put together a short routine using the traveling moves they have practiced throughout the lesson and may add a few other moves that they remember from previous gymnastics lessons. When performing to the class, other children will be asked to evaluate and talk about what they have seen. Encourage them to use the gymnastic terms we have talked about.</p>	
Cooldown	Recap and discuss Success Criteria	
Key Technical Points	Landing – When landing children are to sink into the landing. This gives them the control they need to land safely. Twists – $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ twists are performed under control and can be landed safely.	

Year 3 - Intro to Gymnastics

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Lesson Objective	To introduce, plan and practice a short sequence showing balances, twists, turns, jumps and roles	Lesson 6/6
Equipment Needed	Mats.	
Success Criteria	Children can: <ul style="list-style-type: none">Have a sequence planned and ready to perform using up to movesKnow how to link moves together and show control when performingLink together a jump, safe landing, and rolling action showing different combinations of shapes	
Adapted Learning (Differentiation) (Challenge)	More abled children will be creating different shapes within the leaps and be pointing their toes when jumping and leaping.	
Key Questions	How can we create a routine?	
Warm Up	Coach says: <p>Warm Up moving around mats using a variety of different movements (Skip, Bounce, Hop, and Jump). Stretching as a group starting from low working way up then body. Children to follow the teacher instructions whilst travelling across the floor. Actions to be carried out, jump, reach high and low and bridge.</p>	
Main Activity	Sequences/Routines: <p>Children to choose one balance from the list and one roll, based on each child's individual ability, choose two travelling skills, travel away from the balance using one of the travelling activities, perform the roll and travel towards the second balance using the second travel activity: Balance – Travel – Roll – Travel.</p> <p>Challenge children to add a jump to the beginning and end of the sequence, a balance and two additional travel actions must be used to link the jumps to the balances, to create a 6-action sequence: Jump – Travel – Travel – Roll – Balance – Jump.</p> <p>Children using the mat for consecutive skills, e.g., balance - roll, should travel away from the mat after the balance and return to the mat for the roll.</p> <p>Children are now asked to put together a short routine of 5 – 6 moves with a partner containing balances (point & patch) and rolls with jumps, leaps, and twist to link them all together.</p> <p>When performing in the class, other children will be asked to evaluate and talk about what they have seen. Encourage them to use the gymnastic terms we have talked about.</p> <p>Children take it in turns, to show their sequence to their partner. Children will receive feedback, on what was good about the sequence and how it might be improved.</p> <p>Remember:</p> <ul style="list-style-type: none">Body Tension – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balance.Control – Children must enter and exit balances with control.	
Cooldown	Get the children to demonstrate their favourite roll. Question and answer with the class.	
Key Technical Points	6-action sequence: Jump – Travel – Travel – Roll – Balance – Jump.	