

Year 1 - Gymnastics

Lesson Plan

MOVING
EDSTART

Lesson Objective	To balance upon small and large body parts and be able to vary the shape and height of the balances	Lesson 1/6
Equipment Needed	Mats, benches.	
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• Retain key information• Use fundamental 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	What parts of the body can we travel on?	
Warm Up	Bean Game: 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.	
Main Activity	Movements: Walk, Run, Skip, Hop, Bounce. Shapes: Straight, Tucked, Star. Large Body Parts: Back, Bottom, Stomach. Small Body Parts: Hands and Feet. Main Activity: Using movements from the Warm Up, children are asked to make small and large shapes using a variety of different body parts. Children should be able to change shape of the balance or 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. 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. Routine: Travel – Balance – Travel.	
Cooldown	Recap and Discuss Success Criteria.	
Key Technical Points	Control – Being able to change shapes whilst maintaining balance.	

Year 1 - Gymnastics

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Lesson Objective	To show various types of rolls and be able to show rolling sideways in curled and stretched shapes	Lesson 2/6
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• Perform a range of rolls (Log and Egg)	
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?	
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	Points To Remember: <ul style="list-style-type: none">• Body Tension – With all movements, 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 <p>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.</p> <p>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.</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> <p>Routine: Travel – Balance – Roll – Balance – Travel.</p>	
Cooldown	Recap and Discuss Success Criteria	
Key Technical Points	<p>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.</p> <p>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.</p>	

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EDSTART

Lesson Objective	To move from a balance to a roll under control	Lesson 3/6
Equipment Needed	Mats.	
Success Criteria	Children can: <ul style="list-style-type: none">• Know what balances they can perform that will lead into a certain roll• Safely show a forward roll• Link gymnastics skills effectively	
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 balances can lead to rolls?	
Warm Up	Ask children to move around the 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>Points To Remember:</p> <ul style="list-style-type: none">• Body Tension – With all movements, 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 <p>Recap last week's lesson on rolls and discuss what the balances from week one could be used prior and after to a roll.</p> <p>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 – Balances using small body parts.</p> <p>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 several rotations one after the other – Balances using large body parts.</p> <p>Short Routine:</p> <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> <p>Routine: Travel – Balance – Roll – Balance – Travel.</p>	
Cooldown	Recap and Discuss Success Criteria.	
Key Technical Points	Tucked Roll – Balances on small body parts. Straight Roll – Balances on large body parts.	

Year 1 - Gymnastics

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Lesson Objective	To balance upon large body parts and know how to vary the shape of the balances Lesson 4/6
Equipment Needed	Mats.
Success Criteria	Children can: <ul style="list-style-type: none">• Know the difference between small and large body parts• Perform a range of individual balances• Vary the shape of a balance whilst being under control
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	Ask children to move around the 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	Shapes: Straight, Tucked, Star. Large Body Parts: Back, Bottom, Stomach. Small Body Parts: Hands and Feet. Points To Remember: <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 <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>Children move around the hall and when coach says stop, stop on one part of body, increase to two... Coach led.</p> <p>Ask the children to balance on small body parts showing control and good body tension and no wobbling, arms stretched.</p> <p><i>MAKE SURE THEY CAN HOLD THEIR BALANCE FOR AT LEAST 5 SECONDS.</i></p> <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 twist around whilst in the air and be able to land safely.</p> Short Routine: <p>Children are now asked to put together a short routine of 4-5 moves with a partner containing balances (point & patch) and rolls with jumps, leaps, and twists to link them all together. 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>Routine: Travel – Balance – Roll – Balance – Travel.</p>
Cooldown	Recap and discuss Success Criteria.
Key Technical Points	Body Tension – With all balances children must show body tension. Fingers and toes pointed with core muscles working to maintain balance.

Year 1 - Gymnastics

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Lesson Objective	To demonstrate various ways of balancing with different parts of the body being the highest point or the closest to the ground	Lesson 5/6
Equipment Needed	Mats.	
Success Criteria	Children can: <ul style="list-style-type: none">Use different parts of the body to balanceBalance 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 have pointed toes and fingers.	
Key Questions	What balance can we do when our legs are at the highest point?	
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.	
Main Activity	<p>Children are asked to partner up and sit on a mat. Legs out straight, sitting up right. Introduce a Shoulder Patch Balance. Children start in a sitting position, they rock backwards keeping arms to the side. Raise hips to tuck balance and extend to shoulder balance.</p> <p>Points To 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 balanceControl – Children must enter and exit balances with control <p>Children take it in 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. More abled children will be creating different shapes within the leaps and be pointing their toes when jumping and leaping.</p>	
Short Routine:	Children are now asked to put together a short routine of 5-6 moves containing balances (point & patch) and rolls with jumps, leaps, and twists to link them all together. 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.	
	Routine: Travel – Balance – Roll – Balance – Travel.	
Cooldown	Recap and Discuss Success Criteria.	
Key Technical Points	<p>Shoulder Patch Balance:</p> <ul style="list-style-type: none">Maintain platform with arms pointing down from shouldersGain full extension, with no bend at hipsExit to a sitting position under control	

Year 1 - Gymnastics

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Lesson Objective	To link together 3/4 basic moves in a short sequence	Lesson 6/6
Equipment Needed	Mats.	
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none">• Show what they have remembered throughout the term and can show this through a short routine/sequence• Link gymnastics skills effectively and are able to create and perform gymnastic routines (3/4elements)• Talk about what they are doing and use the correct vocabulary	
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	<p>Coach says:</p> <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	<p>Sequences/Routines:</p> <p>Children to choose two balances and one roll from the Unit of Work, two travelling skills, travel away from the balance using one of the travelling or jumps.</p> <p>PROGRESSION: 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 5-action sequence (Jump /Twist – Travel – Balance – Roll – Balance – Travel – Jump /Twist).</p> <p>Children are now asked to put together a 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> <p>Performances:</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>Shapes: Straight, Tucked, Star.</p> <p>Large Body Parts: Back, Bottom, Stomach.</p> <p>Small Body Parts: Hands and Feet.</p> <p>Points To 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• Hold each balance for 3-4 seconds	
Cooldown	Get the children to demonstrate their favourite roll. Question and answer with the class.	
Key Technical Points	<p>Routine:</p> <p>3/4 action sequence: Travel – Balance – Roll – Balance – Travel.</p>	