

LESSON PLAN: GYMNASTICS: YEAR 2: WEEK 6

LESSON OBJECTIVE: To learn how to develop a gymnastics sequence, using shapes, balancing, jumping and travel.

WARM UP (10 MINS)

To ensure pupils remember their shapes, travelling, balances, jumping and presenting, test them by playing a game of Simon says. Pupils lose a life if they perform their skill when Simon hasn't said so.

MAIN LESSON (20 MINS)

Show pupils how to start and end a routine by presenting. Boys start by putting right arm up and girls start by putting both arms up. Both girls and boys finish with both arms up.

Using the equipment and working with a partner. Pupils need to come up with a sequence which involves everything learnt over the past few weeks. They can work in pairs or on their own.

Develop: Once they have a sequence, they can show their routine to another pair so that they can provide feedback. Can they improve their sequence based on what their partner told them?

GAME/COMPETITION (15 MINS)

Pupils can perform their final sequence to the rest of the class. The teacher can give children score boards and give pupils' a 1st, 2nd and 3rd prize.

EQUIPMENT

- Mats
- Small apparatus

KEYWORDS

- Hands and feet
- Balance
- Body control
- Presenting
- Timing

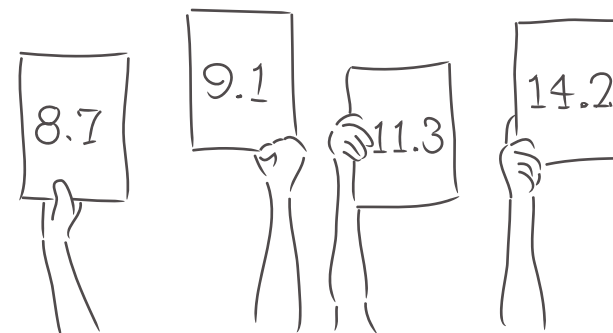
DIFFERENTIATION

LESS ABLE

- Use smaller apparatus
- Give pupils a lower number of skills to include within their routines.

MORE ABLE

- Pupils need to perform the routine created in unison with a partner. They can perform to music to help them keep together.



ASSESSMENT FOR LEARNING

| CRITERIA | | SKILLS |
|-------------------------------|---|---|
| Fundamental Skills & Movement | 4 | Can they perform all the skills learnt to a high ability in a sequence? |
| | 3 | Can they perform all the skills learnt with a certain degree of control? |
| | 2 | Can they perform skills learnt, but to a low ability? |
| Tactics, Rules & Teamwork | 4 | Works with their partner & demonstrates knowledge & the understanding of task. |
| | 3 | Can work with a partner and understands how to present their sequence. |
| | 2 | Starts communicating with a partner? |
| Show & Link | 4 | Can they link: more than 6 skills learnt together with equipment to a high ability? |
| | 3 | Can they show and link: more than 4 skills taught together with equipment? |
| | 2 | They can show: 2 taught skills together with equipment. |
| Describe Ways to Improve | 4 | Are able to describe and improve performance. |
| | 3 | Are able to describe performance. |
| | 2 | Are able to see differences in performance against a simple model. |
| Fitness & Health | 4 | Shows a solid understanding of why physical activity has health benefits. |
| | 3 | Has some knowledge of why physical activity has health benefits. |
| | 2 | Has little knowledge of why physical activity has health benefits. |