

LESSON PLAN: GYMNASTICS: YEAR 3: WEEK 1

LESSON OBJECTIVE: To learn a variety of different ways to travel across a small area using different levels and body parts.

WARM UP (10 MINS)

Place mats out across the gym floor. Pupils move around the hall in different ways such as running, jumping, and skipping. The teacher then blows the whistle a certain number of times and the class have to get in a group of that size on a mat. Pupils without a group have to do 3 star jumps.

MAIN LESSON (20 MINS)

Pupils are to find a partner and sit on a mat. Ask pupils to find as many different ways can they get from one end of the mat to the other. Highlight good examples. The teacher can request that only certain body parts can be used when travelling across the mat.

Develop: Ask pupils to see if they can come up with ways of travelling at different levels such as, high, medium, and low.

GAME/COMPETITION (15 MINS)

Ask pupils to work together to link 4 different ways of travelling to create a short sequence. Pupils perform their sequences to the class at the end. Ask the pupils watching to say to performers 1 thing they enjoyed, and 1 thing they could improve.

EQUIPMENT

- Mats
- Picture cards

KEYWORDS

- Travel
- Control
- Body position

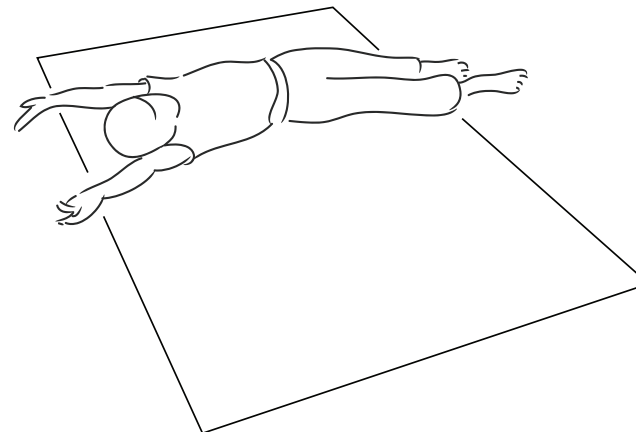
DIFFERENTIATION

LESS ABLE

- Give pupils pictures cards of different ways they can travel.

MORE ABLE

- Ask more able pupils to think of ways to travel across the mat with their partner.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	5	Can they perform travelling skills to a high ability?
	4	Can they perform travelling skills with a certain degree of control?
	3	Can they perform some ways of travelling, with very little control?
Tactics, Rules & Teamwork	5	Works with their partner & demonstrates knowledge & understanding how to travel at different levels.
	4	Can work with a partner & understands how to travel at different levels.
	3	Starts communicating with a partner.
Show & Link	5	Can they link: the different skills required to perform a small travel sequence to a high ability?
	4	Can they show and link: 2 different ways of travelling across a mat.
	3	Can they show one way of travelling.
Describe Ways to Improve	5	Are able to describe and improve performance.
	4	Are able to describe performance.
	3	Are able to see differences in performance against a simple model.
Fitness & Health	5	Shows a solid understanding of why physical activity has health benefits.
	4	Has some knowledge of why physical activity has health benefits.
	3	Has little knowledge of why physical activity has health benefits.