

# LESSON PLAN: GYMNASTICS: YEAR 4: WEEK 1

**LESSON OBJECTIVE:** To explore ways of travelling across a bench using different levels, body parts and speeds.

## WARM UP (10 MINS)

Place coloured floor spots around the gym and ask pupils to stand on one. Tell pupils to travel from spot to spot, however, they are to change the way they move at each one. E.g. hopping, crawling on hands and feet, sliding, jumping. You can use a traffic light system to change the speed of the activity.

**Red**= slow **Yellow**= Medium pace **Green**= fast pace.

## MAIN LESSON (20 MINS)

Place pupils into small groups. Give each group a bench and place mats to the side of the bench for pupil's safety. Ask pupils if they can explore different ways they can travel from one end of the bench to another using different body parts and different levels (high, medium and low). Highlight any creative ideas. Explain to pupils about the importance of using good body tension and posture.

**Develop:** Place 2 mats at the end of the bench. Ask pupils to travel across the bench in a slow controlled manner, step off the bench and then choose a different way to travel across the mats changing the speed to a quick way of travelling such as leaping or turning.

## GAME/COMPETITION (15 MINS)

Ask groups to use their ideas to create a short travelling sequence across the bench and mats. Pupils are to create a starting position and a finishing position and they are to decide the order they all travel over the bench. The teacher can award each group a mark out of 10 based upon, the control and body tension they demonstrate, if they use different levels and body parts, and if they demonstrate travelling at different speeds.

## EQUIPMENT

- Mats
- Benches
- Picture cards

## KEYWORDS

- Travel
- Control
- Body tension

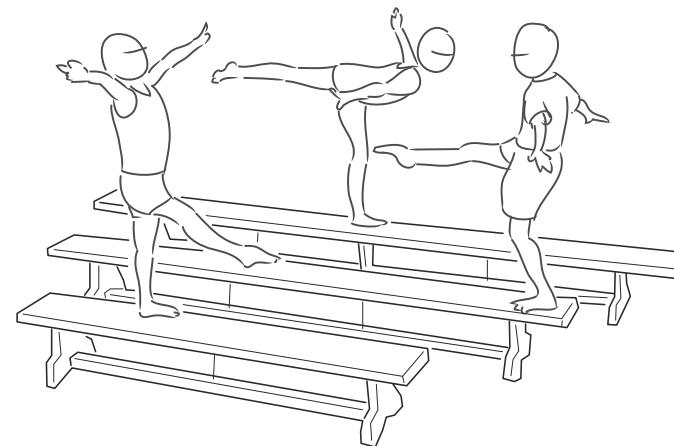
## DIFFERENTIATION

### LESS ABLE

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

### MORE ABLE

- More able pupils can be given a floor beam rather than a bench.



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	6	Can they perform their travelling skills across a bench to a high ability?
	5	Can they perform their travelling skills across a bench with a certain degree of control?
	4	Can they perform some ways of travelling across a bench, with very little control?
Tactics, Rules & Teamwork	6	Works with their group & demonstrates knowledge & understanding how to travel at different levels and speeds.
	5	Can work with a group & understands how to travel at different speeds.
	4	Starts communicating ideas about how to travel at different speeds.
Show & Link	6	Can they link: the different skills required to perform a small travel sequence?
	5	Can they show and link: 2 different ways of travelling across a bench.
	4	Can they show one way of travelling.
Describe Ways to Improve	6	Are able to describe and improve performance.
	5	Are able to describe performance.
	4	Are able to see differences in performance against a simple model.
Fitness & Health	6	Shows a solid understanding of why physical activity has health benefits.
	5	Has some knowledge of why physical activity has health benefits.
	4	Has little knowledge of why physical activity has health benefits.