

LESSON PLAN: **GYMNASTICS**: YEAR 4: WEEK 5

LESSON OBJECTIVE: To introduce the fundamental skills required to perform the forward roll.

WARM UP (10 MINS)

Musical balance statues: Play music and ask pupils to travel around the room with a partner. When the music stops pupils have to go to the nearest mat and perform a partner balance and hold it still. The last pair to hold a balance, or any pupils that wobble, are out.

MAIN LESSON (20 MINS)

Explain and demonstrate the forward roll. Ask pupils to attempt the following steps:

Sit up in a tucked body position and rock backwards and forwards to help feel the correct motion when extending out of the roll. Encourage pupils to tuck their chin into their chest.

Next ask pupils to stand onto a box top or bench, crouch down and place their hands on the mat below, tuck their chin into their chest, lift their hips and roll onto the mat into a tucked sitting position.

Pupils can now attempt the full roll on a mat. Pupils must not place their foreheads on the mat as this will restrict movement at the neck and can cause an injury. Instead encourage them to tuck their chin in and roll onto the back of the head and shoulders.

Develop: Pupils can try to perform the roll in unison with a partner.

GAME/COMPETITION (15 MINS)

Using small apparatus, ask pupils in groups of 4 to put sequence together, incorporating a forward roll. The teacher can add music to help pupils to keep together in time.

EQUIPMENT

- Mats
- Benches
- Box tops
- Music

KEYWORDS

- Rotation
- Strength
- Apparatus

DIFFERENTIATION

LESS ABLE

- Use a soft slope or a spring board and mats for pupils to roll down.

MORE ABLE

- Encourage more able pupils to stand up after the roll without putting their hands down.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	6	Can they perform their rolling skills to a high ability?
	5	Can they perform their rolling skills with a certain degree of control?
	4	Can they perform their rolling skills with very little control?
Tactics, Rules & Teamwork	6	Works with their partner & demonstrates knowledge & understanding of the task.
	5	Can work with a partner & understands the task.
	4	Starts communicating with a partner.
Show & Link	6	Can they link: all the skills necessary to perform the forward roll in a sequence with confidence?
	5	Can they show and link: some of the skills necessary to perform the forward roll?
	4	Can they show how to rock backwards and forwards to perform the end of part of the forward roll?
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.