

# LESSON PLAN: **GYMNASTICS**: YEAR 4: WEEK 6

**LESSON OBJECTIVE:** To perform a full routine that involves shapes, travelling, balances, jumping, rolling and small apparatus.

## **WARM UP (10 MINS)**

Pupils to travel around the area in different ways such as, the monkey walk, bunny hops and hopping. The teacher then shouts out different skills learnt over previous lessons. For example, shapes, rocking backwards and forwards, jumping and balancing. If pupils fail to perform the correct move, they have to perform 3 sit ups as a forfeit.

## **MAIN LESSON (20 MINS)**

In groups of 4, pupils are to create a routine which involves everything that they have learnt over the past 5 lessons:

- A counter balance partner balance
- A counter tension partner balance
- 3 different ways to travel
- 2 jumps with a turn in the air
- The forward roll
- Use of small apparatus

**Develop:** Ask pupils to include a start and finish position to their sequence.

## **GAME/COMPETITION (15 MINS)**

Each group performs individually to the class. Pupils can score their performance using a scoring criteria. For example, a tick list of things performances must include to gain points. Group with the highest score wins.

## **EQUIPMENT**

- Mats
- Music
- Small apparatus
- Score boards

## **KEYWORDS**

- Posture
- Body tension
- Control
- Timing

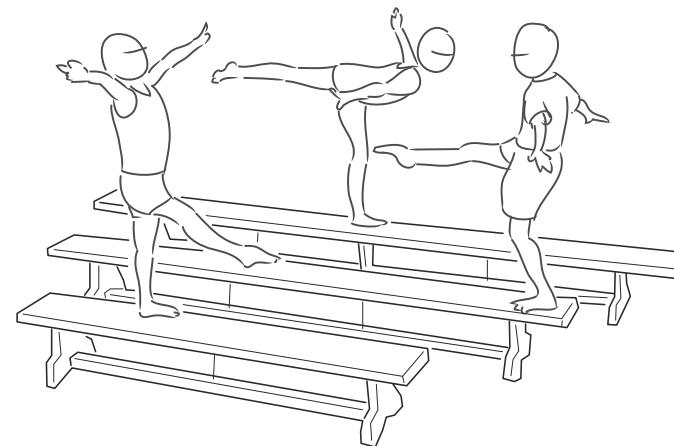
## **DIFFERENTIATION**

### **LESS ABLE**

- Give pupils less skills and movements to focus on.

### **MORE ABLE**

- Score pupils on a higher difficulty judging criteria.



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	6	Can they perform a sequence including travel, shapes, balance, jumping and rolling to a high ability?
	5	Can they perform a sequence including travel, shapes, balance, jumping and rolling with a certain degree of control?
	4	Can they perform a sequence including travel, shapes, balance, jumping and rolling with very little control?
Tactics, Rules & Teamwork	6	Works with their partner & demonstrates knowledge & understanding of how to communicate ideas and link movements together.
	5	Can work with a partner & understands the task.
	4	Starts communicating with a partner.
Show & Link	6	Can they link: all the skills in a sequence with a piece of small apparatus?
	5	Can they show and link: all the skills in a sequence?
	4	Can they show a variety of skills.
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.