

LESSON PLAN: **GYMNASTICS**: YEAR 6: WEEK 1

LESSON OBJECTIVE: To be able to perform shapes and balances with partner and incorporate them into a short sequence.

WARM UP (10 MINS)

Children to work in pairs. The teacher calls out 'front to front' and the children have to get into a pair and stand 'front to front', i.e. face each other. After about five different instructions, the teacher shouts 'change' and the children have to quickly find a new partner and stand in the manner of the teacher's last instruction. Other instructions could be back to back, elbow to elbow, side to side, toe to toe, etc.

MAIN LESSON (20 MINS)

Students start with shapes, mats to be laid out across the hall, and students travel between mats making sure that they do not step on a mat. When the teacher shouts /whistles students are to get on a mat and create a shape. Progress activities by making students create shapes that relate to a specific theme, e.g. sports action, animals. Switch focus of lesson to paired balances, students should be looking to produce the most creative balances.

GAME/COMPETITION (15 MINS)

Pupils need to come up with a sequence consisting of three paired shapes and three partner balances, showing how they go from one shape to another, holding each for three seconds. Allow half the class to perform to the other half of the class. Whilst the second half of the class is watching they must think of two stars and one wish. They must think of two things they like and one thing that they could improve on.

EQUIPMENT

- Mats

KEYWORDS

- Balance
- Shapes

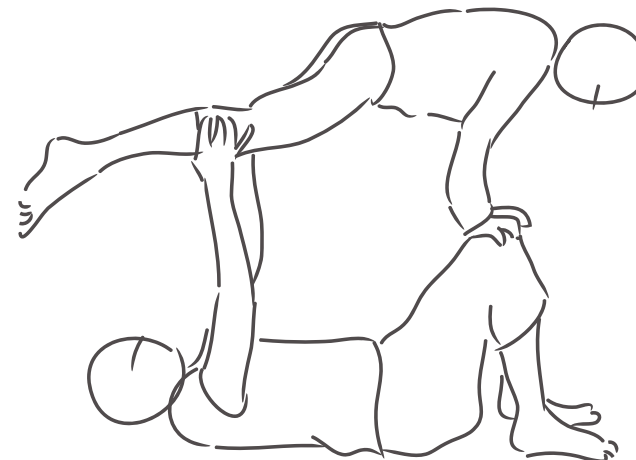
DIFFERENTIATION

LESS ABLE

- Students look to produce singular balances and shapes.

MORE ABLE

- More creative paired balances, use travelling to link between the different balances.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	8	Can they perform the shapes to a high ability?
	7	Can they perform the shapes with a certain degree of control?
	6	Can they perform some of the shapes, with very little control?
Tactics, Rules & Teamwork	8	Works with their partner & demonstrates knowledge & understanding of the task.
	7	Can work with a partner & understands the directions.
	6	Starts communicating with a partner.
Show & Link	8	Can they link: the different skills required to perform shapes and balances in a routine?
	7	Can they show and link: shapes and balances?
	6	Can they show one shape and one balance.
Describe Ways to Improve	8	Are able to describe and improve performance.
	7	Are able to describe performance.
	6	Are able to see differences in performance against a simple model.
Fitness & Health	8	Shows a solid understanding of why physical activity has health benefits.
	7	Has some knowledge of why physical activity has health benefits.
	6	Has little knowledge of why physical activity has health benefits.