

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

LESSON OBJECTIVE: To be able to perform inversion through a headstand.

WARM UP (10 MINS)

Place enough cones on the floor so that there is at least one for each child. Half of them need to be placed on the floor in the normal way, and half upside down. This creates the domes and dishes. Divide the class in two, depending on whether they are a dome or dish and they have to turn the cones over for their team. The team with the most cones turned over within a set time, e.g. 30 seconds, wins. The game can be repeated by lengthening the time, travelling in a specific way e.g. hopping, or having an uneven split of cones to start with.

MAIN LESSON (20 MINS)

Teacher led demonstration of a headstand emphasising on the correct hand position & head position:

- Head & hands form a triangle
- Weight is placed on forehead
- Use spots to demonstrate where to put head and hands

Pupils practice inversion by walking forwards with straight legs and keeping their feet on the floor. Teacher led demonstration of correct support technique. Pupils practice supporting partner as they kick up into a tucked position.

GAME/COMPETITION (15 MINS)

Pupils then incorporate a headstand into their previously learned sequences. In pairs, pupils perform to a partner and use their feedback to improve fluency of their sequence. 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
- Spots (hands and feet if possible)

KEYWORDS

- Inversion
- Headstand
- Handstand

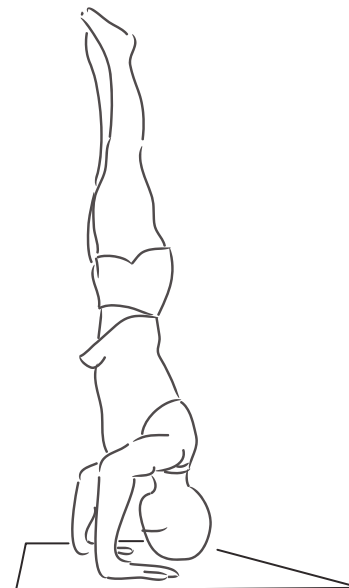
DIFFERENTIATION

LESS ABLE

- Fully supported (teacher) headstand.

MORE ABLE

- Full headstand, progress on to handstand.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	8	Can they perform the headstand to a high ability?
	7	Can they perform the headstand with a certain degree of control?
	6	Can they perform some of the headstand, 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, balances, counterbalances and a headstand in a routine?
	7	Can they show and link: shapes, balances, counterbalances and a headstand?
	6	Can they show a tucked headstand.
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.