

Year 1, Gymnastics, Unit 1 Lesson 1

Learning Intentions 1. Be able to choose and link like actions 2. Use the term ‘like actions’ 3. Choose three rolls or three jumps, link them together, and repeat them Skill Development: Refining shapes and jumps to improve coordination	Starter Activity ‘Musical Jumps’ Using lively music with a strong beat, get the pupils to move around the room in time to the music. Encourage them to express themselves freely to the music, but give pupils some pointers, such as big steps, short steps, moving low to the ground, moving high or changing direction. Introduce different jumps: star, straight, tuck, half twist (always taking off and landing with 2 feet together). When you call out the name of a jump, pupils must stop and perform that jump three times, then continue moving. Extension: Pupils must come up with their own ‘freestyle’ jump. Encourage the pupils to think about what would make a jump look good: e.g. powerful, good height, hands and toes pointing etc.	We are learning... to perform 3 ‘like actions’ in a sequence. Teaching Points Take children through several attempts at each roll down the strip of mats. Use this time to give pupils individual feedback on their work so they can refine and improve.
Success Criteria 1. I can perform three different jumps and three different rolls. 2. I can describe what ‘like actions’ means. 3. I can perform three like actions linked together and repeat the action pattern.	Skill Development Introducing and Refining Simple Rolls Set out four or five strips of mats and group children behind them, so there are four or five pupils in each group. This setup allows you to progress several children simultaneously, watching their form and supporting them to improve, whilst the remainder of the group can learn by watching others. Demonstration: Select a pupil you know can successfully do a teddy bear roll and position the class so that they can see the teacher and the pupil (side on is best).	Key Questions 1. How can we jump higher and further? 2. How can we make sure we roll in a straight line when performing a log roll? 3. Can you think of other ‘like actions’?
National Curriculum Links Become increasingly confident and competent at core movements.	Teaching Points Teddy Bear Roll – Sit in a straddle position with hands placed behind knees, keep back straight, roll onto one shoulder continue the roll to going sideways onto the back and other shoulder. Remain holding onto the back of knees and return straddle position.	
Literacy and Numeracy Links L Able to identify and describe ‘like actions’ using appropriate language. N Select at which point their action pattern should be repeated	Egg roll – Tight tuck position on side with knees clasped close to the body. Some speed is needed to keep momentum in the roll. Log roll – To perform a straight log roll, the body needs to move from a dish shape (on back shoulders and toes slightly raised) to an arch shape (on tummy with chest and feet slightly raised). The movement between these two shapes keeps the roll moving in the same direction.	

by counting the elements.

moving in the same direction.



Assessment for Learning

TASK: Choose three like actions and link them together to make a short movement pattern; choose two shapes as a start and finish.

Set pupils up in pairs on a mat to work on individual routines. Remind pupils of the jumps (tuck, straight, straddle, half twist) and the rolls (teddy bear, log, egg). Give pupils the opportunity to play around with the jumps and rolls for a few moments, ensuring they try all of them. Ask the children to choose either jumps or rolls and then select three to make their movement pattern. Ensure the children know that this three-element 'like actions' pattern must be repeated.

Development: Reduce the number of actions, remove the start and finish shape.

Challenge: Link more actions, including high apparatus.

Extension: Add levels, speeds, directions and pathways. Include simple apparatus (low for lower ability and higher for more able).

As this is an AFL lesson, use it as an opportunity to assess pupils' ability. It may be appropriate to challenge pupils to gauge how they adapt their knowledge and understanding.

Performing

Set aside time throughout the lesson to watch short amounts or isolated pieces of pupils' work. Encourage pupils to point out good practice and explain why it is good. Can pupils suggest ways to make the work more interesting to watch?