

Year 1 Gymnastics Unit 2 Lesson 1

Learning Intentions 1. Recap 'like actions' from the previous unit (jumps and rolls) 2. Show creative ways to move on, off and over the apparatus 3. Perform to others their adapted sequence Skill Development: Moving on, off and over	Starter Activity 'Follow the Leader' Start in a circle with the teacher as the leader. The teacher will perform basic travelling actions: walking, hopping, skipping, jumping, etc. This will begin going around in a circular motion and then move off around the room with children following. Extension: Children then asked to work in twos and play follow the leader changing the leader at regular intervals. Encourage the children to use different actions, speeds, directions and levels.	We are learning... to move on, off and over apparatus.
Success Criteria 1. I can transfer a sequence of movements from the floor to the apparatus. 2. I can move safely on, off and over apparatus. 3. I can work with a partner to combine sequences.	Skill Development Moving on, off and over apparatus Remind children how to lift, carry and place apparatus carefully and safely, and set apparatus out accordingly • Allow children to find different ways of moving on • Allow children time to find different ways of getting off the apparatus • Allow time to find different ways of moving over the apparatus • Can they link actions together to move on, off, and over? • Can they start on the apparatus, move along it, and finish off the apparatus? • Can they start on the floor, move over the apparatus, and finish on the apparatus? Allow children to show their ideas so they can learn from each other.	Teaching Points • Move the apparatus safely • Use apparatus sensibly • Keep space between the apparatus set ups • Travel using different levels • Travel on different body parts • Land safely if jumping off apparatus • Use like actions such as jumps or rolls • Link actions smoothly
National Curriculum Links Use apparatus safely and perform a simple movement pattern	Suggested equipment set up Set up the apparatus in stations around the room with space in between each station for children to be able to move safely around and wait for their go. 	Key Questions 1. How can we adapt and combine our individual sequences to work with someone else 2. How can we improve our own and others' performance? 3. What did you use to make your sequence interesting? E.g different levels, pathways, start and finishes etc.
Literacy and Numeracy Links L Describe <i>on, off</i> and <i>over</i> actions N Describe safe distances needed between stations when working on apparatus	Assessment for Learning Task	

TASK: Children should recall their like sequences from Unit 1. Children should attempt to transfer their sequence to the apparatus travelling on, off and over, using the ideas from activity 1. The sequence should have a start and finish shape/position.

Extension 1: Children to work with a partner to combine and perform their sequences.

Challenge: Work in unison

Development: Follow the leader

Extension 2: Use different levels, speeds and direction

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.