

Year 1 Gymnastics Unit 1 Lesson 2

Learning Intentions

1. Able to move mats and benches safely
2. Transfer like sequence to low apparatus

Skill Development:
Carrying equipment

Success Criteria

1. I can perform like sequence on low apparatus.
2. I can carry apparatus correctly with others.
3. I can name different requirements to carry equipment safely, e.g., the number of people needed per bench.

National Curriculum Links

To be able to transfer skills onto apparatus.

Literacy and Numeracy Links

- L** To describe 'like actions'
- N** Identify how many people are needed to move apparatus safely

Starter Activity

Select two or three children to be taggers. Pupils should move around the hall avoiding other children. When they get tagged, they should freeze and make a shape of their choice (star shape, tall shape, etc). They must stay in their shape until someone else comes and frees them by tagging them again.

Change taggers at regular intervals so all children can attempt to make shapes. Encourage children to make different shapes and suggest to children that they perform shapes at different levels. If children are struggling to think of shapes, you could place pictures of different shapes around the room for children to use to pick their shapes.

Activity 1

Organisation and moving apparatus

Using the teaching points get the children to set up the apparatus. Set up the mats and apparatus in stations around the room. This can be done in lines going across or in the shape of a square with a station in the middle. Aim to have approximately 5 children on each station.



Activity 2

Children should try to transfer their like action sequence from the last lesson to low apparatus such as benches and low tabletops.

- Remind children of lesson 1 and the skills they looked at. Allow them some time to recall and practise their sequence. Discuss the apparatus that they may be using and why it is important to be sensible when working on it.
- Discuss ways they might include the apparatus in their sequence. For example—they may move across the bench in various ways.
- Allow children time to practise their sequence using the apparatus. Some children may be able to perform their sequence to other children.

We are learning...

to carry and set up apparatus safely.

Teaching Points

Using Apparatus and Equipment

- Always listen carefully to instructions.
- Do not touch anyone else on the apparatus.
- Concentrate whilst on the apparatus and do not chat with others.
- Get on and off the apparatus carefully.
- Do not distract others.

Key Questions

1. How can we transfer actions from the floor to apparatus?
2. How can we make sure we are safe on the apparatus?
3. Can you think of other 'like actions'?
4. What was different about your sequence when performed using apparatus?

Moving Apparatus and Equipment

- Always walk when moving apparatus – no running.
- Always lift apparatus, never drag it across the floor.
- Carry mats with one person at each corner (four in KS1). Do not lift mats above your head.
- Carry benches with one person at each end (if the bench is heavy then 2 at each end).
- Always bend knees to lift and keep back straight.
- Always bend knees to place apparatus down (do not drop apparatus).