

Year 1 Gymnastics Unit 2 Lesson 3

Learning Intentions

1. Experiment with spinning and turning on different parts of the body
2. Adapt spins and turns on and off apparatus
3. Link spins and turns to rocking through changing levels

Skill Development: Spin and turn.

Success Criteria

1. I can spin and turn on a variety of body parts.
2. I can transfer spins and turns from the floor to the apparatus.
3. I can pass through different levels when spinning and turning.

National Curriculum Links

To perform spins and turns on the floor and apparatus

Literacy and Numeracy Links

- L** Describe the difference between spinning and turning
- N** Know they can spin and turn 360 degrees or part of 360 degrees

Starter Activity

At the Fairground

Children should move around the hall using different travelling actions: walking, running, hopping, skipping jumping, etc. Children should respond to different commands from the teacher.

1. Waltzer – Stop moving and spin on the spot
2. Roller coaster – Run, changing levels as you move
3. Big Wheel – Make a star shape and turn in it

Skill Development

Spinning

Pair pupils up with a mat between two. Discuss what is meant by spinning: *to rotate quickly*. Show the pupils an example of spinning on back in a tuck position.

1. Keep good body tension
2. Push off to start the spin
3. Use arms and legs to help rotate the body
4. Have small points in contact with the floor so there is less friction in the turn – think of the point of a spinning top
5. A spin should be performed quickly

Spinning Task: In pairs, pupils come up with as many ways to spin on different parts of their body as they can, e.g. sides, heels, toes, tummies, bottoms etc.

Skill Development: Turning

Pupils continue to work in pairs. Discuss what is meant by turning *to change position by rotating in one or more movements*. Show the pupils an example of a quarter turn, half turn and full turn.

1. Identify the 3 distinct turns e.g. quarter, half and full turn
2. Use walls or other markings to help guide children in the difference between quarter, half and full turns
3. When turning, the entire body should end up facing in a new direction
4. Turns can be slow and deliberate or quick and nippy

Turner Task: Working in pairs, one pupils performs quarter, half and full turns to a

We are learning...

to perform spins and turns at different levels.

Teaching Points

Spinning & Turning Sequence

- Do not take any extra steps between moves
- One move must flow into the next move
- Show good body tension throughout
- Show a beginning and end
- Show speed in the spin
- Show clear types of turns e.g. half or quarter

Key Questions

1. How can I improve my performance?
2. How many different ways of spinning can I think of?
3. What is the difference between a spin and a turn?
4. How did you adapt your sequence to include different levels?

Turning Task: working in pairs, can pupils perform quarter, half and full turns in a variety of ways and on a variety of body parts? They may try jump turns, step turning, or turning in a shape, such as a star or tuck.

Activity

Create a sequence turning and spinning through different levels. In pairs, pupils should come up with a sequence with **three different spins** and **three different turns**.

Example: Spinning on back, bottom and heels, followed by a quarter jump turn, half turn in a shape and full turn in a log roll

1. Can they create a similar sequence so they pass through different levels from low to medium to high?
2. Can they use the apparatus to enhance their sequence?
3. Can they sink down from high positions?
4. Can they spring up from low positions?