

Year 1 Gymnastics Unit 2 Lesson 4

Learning Intentions 1. Introduce the concept of working in unison 2. Count to keep in time with others 3. Practice and perform a simple jump, spin and rock movement pattern in unison Skill Development: Unison	Starter Activity Star Bridge Tag Choose two or three children to be taggers – all other children should move safely around the space using a variety of travelling actions while avoiding other children. If they are tagged by a tagger, they must stand in a wide star shape (wide legs creates a bridge). Children should stay in that shape until they are set free by someone else crawling under their legs. Change the taggers frequently so all children get a turn.	We are learning... to perform actions at the same time as a class (unison).
Success Criteria 1. I can perform a simple sequence in unison with others. 2. I can identify those who are or are not in unison.	Skill Development Working in Unison – Explain that working in unison means working together at the same time. Demonstrate with a short sequence: <i>Clap hands x 3, tap knees x 3, tap head x 3, clap hands x 3</i> Repeat several times to allow children to practice keeping in time. Continue counting in threes but ask children to change action– for example, tap elbow x 3 or stamp foot x 3. Develop into a moving sequence: walk x 3, clap x 3, jump x 3, clap x 3, turn on spot with three steps, clap x 3. Allowing clapping x 3 in between each move gives children the opportunity to keep up with everyone else. Ask children if they can perform the same sequence moving backwards and sideways: e.g., walk back x 3, clap x 3, jump backwards x 3, clap x 3, and so on.	Teaching Points • Listen carefully to the count • Do not rush • Stand still when clapping • Look at the teacher, but try not to look at others
National Curriculum Links To perform simple movement patterns in unison	Activity Let's Do it All Together Introduce a simple sequence – Star Jump > Sit down and spin on bottom > Rock in tucked shape > Return to feet Allow children to rehearse the movements in isolation before trying to put them all together. As a class, introduce counting to show how this can help children keep in time	Key Questions 1. How can we try to keep in unison (in time with each other)? 2. Can we keep in time when not looking at each other? 3. Why does it help to have eye contact with others to keep time?
Literacy and Numeracy Links L To understand that unison means at the same time. N Counting 1 – 2 – 3 to help keep in time while working in unison.		

- Start standing feet together count 1 2 3
- Star jump then count 1 2 3
- Sit down and count 1 2 3
- Spin on bottom then count 1 2 3
- Rock 1 2 3
- Stand 1 2 3

Count out loud at first and then ask children to count in their heads – can they still keep in time?

Extension: In pairs, build your own rock, spin, jump sequence and use the counting to help you perform the sequence in unison.

Working area

Set children up in rows, two children per mat as in lesson 2. Depending on the space you have available, children may do this together on their mats or complete as half a class and then swap over.