

Year 1 Gymnastics Unit 1 Lesson 5

Learning Intentions

1. Discover ways of travelling using a variety of body parts
2. Link ways of travelling together
3. Refine movements using body tension

Skill Development: Body tension and control in travel

Success Criteria

1. I can link travelling actions in a sequence.
2. I can show good body tension throughout my performance.
3. I can use others' ideas to add to my own.

National Curriculum Links

To perform basic skills in travelling, showing good body tension.

Literacy and Numeracy Links

- L** To describe what is meant by body tension.
- N** Count how many travelling actions I can link together.

Starter Activity

Play Animal Park – Children should move around the room pretending to be different types of animals as directed by the teacher. Suggested animals are snake, tiger, butterfly, giraffe, elephant or monkey.

Encourage children to think about the different ways they can perform the animals.

Extension: Teacher to call out different commands such as; Levels, speeds or body parts. When one of these commands is called the children can pick one of the animals they have just been exploring but they choose how they can perform it at different levels, speeds or using different body parts.

For example, if the teacher calls 'Body parts!', children who are being snakes sliding around on the floor could change to their backs instead of their tummies. If the teacher calls 'Levels!', the children pretending to be elephants might go from standing up to crawling (or vice versa).

Skill Development

Body Tension and Control in Travel

Replay Tin soldiers and Rag Dolls from lesson 3. Explain that body tension and control is required in all gymnastic actions, including fast dynamic movements and still balance movements.

Ask children to lie on the floor in a dish position and hold the position for 3 seconds without losing tension. Roll sideways into arch position and hold for 3 seconds, then relax and lie flat on tummy.

Ask children to perform a continuous log roll, ensuring feet and arms remain off the floor throughout and each roll passes through dish and arch shape. The log roll can be performed slowly first, and then at a faster pace.

Extension: Set this up as a relay race on mats across the room.

Suggested equipment set up –



We are learning...

to travel with good body tension.

Teaching Points

Log Roll – Dish to arch

- Keep legs straight and together with toes pointed
- Keep head between arms
- Keep arms straight with fingers extended
- Roll across hips
- Pull muscles tight to show good body tension

Key Questions

1. Name three different body parts you can travel on.
2. How can we show good body tension when travelling?
3. What ideas of other's did you use in your own work and why?



Activity

Children work on mats in pairs trying to find as many ways as possible to travel across the mat while showing good body tension.

Encourage children to use different body parts to help them travel across the mat.
Can they also use different levels and speeds when travelling?

1. Allow some time for children to demonstrate to the whole group different ways they have found to travel across the mat.
2. Other children can then try out new ways based on watching others' work.

Extension: Play music for children to perform to.