

Year 1 Gymnastics Unit 2 Lesson 5

Learning Intentions 1. Introduce the concept of canon performance 2. Practice and perform a simple jump, spin and rock movement pattern in canon Skill Development: Canon	Starter Activity Follow My Leader In pairs, students should move around the hall using different travelling actions safely. The student in the front is the leader; the student behind must copy what the leader does. Change the leader frequently so both children experience leading and copying. Encourage children to use different speeds when moving and different levels using different actions.	We are learning... to perform controlled actions at different times than others (canon).
Success Criteria 1. I can perform a simple rock, spin, jump sequence with a partner working in canon. 2. I can link three basic gymnastic actions together. 3. I can describe the difference between canon and unison	Skill Development Working in Canon Revise clapping and tapping activity from last week and allow time to practice. Explain that working <i>in canon</i> means one after the other– doing the same movements, but not together. Set up children on mats in rows, two children per mat. Divide class in half as either group ‘A’ or ‘B’. Group A should clap 3 x and tap knees 3 x, then B should copy. Extension: First half clap their sequence and repeat it, when the first half have tapped their knees the second half should stand still for three seconds, then join in so they are clapping whilst group A are tapping knees. Allow time for children to experiment and change over so the other partner starts the sequence.	Teaching Points • Watch the person in front of you. • Count as others are moving so I can estimate when to begin. • Keep counting throughout the sequence.
National Curriculum Links To perform a simple rock, jump, spin sequence in canon		Key Questions 1. How do you know when to start? 2. How can I keep in time with my group? 3. How is canon different from unison?
Literacy and Numeracy Links L Identify what is meant by working in canon N Estimate when I have to start my move	Activity Conveyor Belt – Part A: • Divide the class into six groups: A, B, C, D, E, F • Each group should form a line • Choose two simple travelling movements that combine to create a travel sequence – for example, jump x 3, and skip x 3 repeated 5 times. • Send A’s off to follow the sequence. At set intervals (e.g., when A’s have completed the first set of skips), send each successive group off, following the same sequence, until all students have completed. • Count to help children keep track of when they should begin. • Repeat using different travel actions; to extend pupils could pretend to be wrapping	

or packing the presents whilst in travelling sequence.

Part B: Now you have explored the principles of cannon. In pairs, pupils should take their jump, spin, and rock sequences from last week and perform them in canon. For example, the first pupil will start and perform their sequence, the second will start when the first complete their spin.

Extension: Join pairs to complete the cannon sequence above as a four.