

## Year 1 Gymnastics Unit 1 Lesson 6

### Learning Intentions

1. Choose three ways of travelling to make a short movement pattern.
2. Choose a shape to start and finish.
3. Remember and perform a movement pattern.

**Skill Development:** Linking movements

### Success Criteria

1. I can link three different travelling actions.
2. I can perform and think of ways I can improve my performance.
3. I can attempt to apply my improvements to my actions.

### National Curriculum Links

Linking travelling actions in a short movement phrase

### Literacy and Numeracy Links

**L** To recognise what is meant by linking – think of words in a sentence.

**N** To identify and choose 3 different actions.

### Starter Activity

#### Number groups

Move around the area using a variety of actions, varying the levels, speeds, shapes, etc. The teacher will call out numbers from 1–6. If the teacher calls out the number 2, children will need to find a partner and sit in a 2. If the teacher calls out number 4 children will need to get into groups of 4 and sit down in a circle. Children should only sit down if they are confident they are in a group of the required number. If there are a group of children sitting down, no other children can go and join that group.

Extension: Once children are confident getting into and sitting down in the groups, now they must organise themselves into a straight line holding hands. This might be in a pair, a three a five etc.

### Skill Development

#### Linking

Explain that when the children held hands in their groups they were *linking* with each other. Read the children a sentence (perhaps from a book or story they are reading in literacy), then read the same sentence with the words mixed up. Ask children to explain what is different about the sentences. Explain that sentences are words that are linked together to flow and make sense. Linking movements should also flow and have a beginning (capital letter) and an ending (full stop).

- Children should choose 1 action e.g. a star jump and perform it 3 times, however, there should be a linking action between each of the 3-star jumps
- Add a shape to show the start and a shape to show the end

Possible linking movements—a shape, balance, a step, a jump (i.e. to turn around).

**Example:** *Start shape* – Star jump, **twist**, star jump, **balance**, star jump – *Finish shape*

### Assessment for Learning

**TASK:** Choose three like actions (travelling actions) and link them together to make a short movement pattern, using two shapes as a start and finish. Children can use the actions and links they explored in skill development in any of the previous lessons.

### We are learning...

to create a short movement pattern.

### Teaching Points

- Do not take any extra steps between moves
- One action must flow into the next action
- Show good body tension throughout
- Show a beginning and an end to the sequence

### Key Questions

1. How can I improve my performance?
2. How many different travelling actions can I think of?
3. What other links can you think of? Consider other PE activities e.g. dance or linking passes in an invasion game

Set pupils up in pairs on a mat working as individuals. Remind pupils of the basic shapes and different travelling actions. Ask the children to select three travelling actions to make their movement pattern.

**Development:** Reduce the number of actions, remove the start and finish shape.

**Challenge:** Include more actions. Use simple apparatus (low for lower ability and higher for more able).

**Extension:** Add levels, speeds, directions and pathways.

***As this is an AFL lesson, use it as an opportunity to assess pupils' ability. It may be appropriate to challenge pupils to gauge how they adapt their knowledge and understanding.***

**Performing:** Allow time at different intervals to let the children perform to each other so they can identify and point out good practice and suggest ways work can be improved.