

Year 1 Gymnastics Unit 2 Lesson 6

Learning Intentions

1. To work with a partner to create a short sequence that must include elements of spin, turn and/or rock
2. Select whether your sequence is going to be in unison or canon

Skill Development: Start shape and finish shape

Success Criteria

1. I can create a sequence linking different gymnastic actions.
2. I can perform the sequence in unison or in canon with a partner.
3. I can transfer the sequence onto the apparatus.

National Curriculum Links

To perform simple gymnastics sequences with a partner

Literacy and Numeracy Links

L Explain the difference between unison and canon

N Use correct amount of actions in sequence

Starter Activity

'Freeze Shape'

Children should move around the area using different travelling actions. When the teacher shouts 'FREEZE!', children must choose a shape and hold it for three seconds.

- Encourage children to use different levels
- Use different body parts to balance on
- Make shapes wide, tucked, narrow, piked, etc.
- Show good muscle tension to hold shape for three seconds

Skill Development

Start shape and end shape

Ask children why it is important to write using capital letters and full stops. Explain that the start shape is the same as a capital letter and the end shape is the same as a full stop.

Show children the gym shapes resource card picturing shapes that can be used for start and end shapes. Using the cards as a guide, allow children to experiment with making and holding as many different shapes as possible.

- Use different body parts to create your shape
- Show different levels
- Use good muscle tension to hold your shape for three seconds
- Make your shapes interesting

Assessment for Learning

TASK: Work in pairs to build a sequence using different gymnastic actions from rocking, spinning, jumping, rolling, balancing and travelling. Choose at least four different actions. With your partner, decide if you are going to perform the sequence in unison or canon. Perform your sequence on the floor and then transfer it to the apparatus.

We are learning...

to create a sequence with a partner.

Teaching Points

- Do not take any extra steps between moves
- Show a beginning, middle, and end
- Use a variety of body parts
- Use different levels and pathways
- Work collaboratively with your partner

Key Questions

1. How can we hold our shape for three seconds?
2. How many different body parts can you balance on?
3. How many different shapes can you identify in others' performances?

Challenge: Add more actions, use only 'like' actions.

Development: Show use of different levels, speeds and direction

Extension: Transfer from floor to apparatus

As this is an AFL lesson, use it as an opportunity to assess pupils' ability and compare to the first assessment for learning task. It may be appropriate to challenge pupils to gauge how they adapt their knowledge and understanding.