

# Tynedale School Sports Programme 2018-19

## Gymnastics (Floor) Lesson Plans for KS1

### PE Medium – Term Planning

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Lesson Plan							
Group:	KS1	Activity:	Gymnastics (Floor)	No. in Series:	1/5	Date:	Nov 2018
<b>Lesson Outcomes:</b> LO1 – To participate in a gym based warm-up and travel into space using different speeds and heights. LO2 – To explore a range of shapes which can be both demonstrated while held and when travelling.				<b>Literacy / Numeracy:</b> Develop spatial awareness and clear identification of shapes or letters.		<b>Resources / H&amp;S:</b> School Risk Assessment Gym Mats Ipad for Shapes / Letters	
Lesson Outcomes		Time	Learning Activities			Assessment / Differentiation	
Introduction		5mins	Introduction – why do we warm-up? Introduce myself and explain the content and format of the lesson. Share the LO’s.			Q&A Listening skills, pair up the children by ability.	
LO1 –		10mins	Warm-up game – find space using ‘STOP’. Develop this by adding in named stretches. Intro shape ideas, what shapes are there and how can these be held?			Observation of basic stop / start commands. Think S.T.E.P. & Space!	
LO2 –		15-20mins	Main activity – Naming and exploring different shapes and ways of moving into them. Show me different ways of moving like a ‘T’ Shape and stop and hold pose.			Self-discovery for a range of shapes with a partner and can these be both held and shown moving.	
Recap / Plenary		15mins	With a partner follow one another using different shapes and movements to create a sequence with a clear start and finish. Show these to another group.			Peer Assessment – what shapes did you notice and were they good quality or how can they be improved?	
		5mins	Review of the learning and outcomes.			Review of the LO’s.	

Lesson Plan							
Group:	KS1	Activity:	Gymnastics (Floor)	No. in Series:	2/5	Date:	Nov 2018
Lesson Outcomes: LO1 – To experience a range of simple rolls e.g. Log LO2 – To develop greater control and poise when rolling LO3 – Some students could possibly add these together				Literacy / Numeracy: Develop confidence and talking / observing of others to ensure safety		Resources / H&S: School Risk Assessment Gym Mats Ipad for Rolling examples	
Lesson Outcomes		Time	Learning Activities			Assessment / Differentiation	
Introduction		5mins	Introduction & review of a warm-up? Introduce and explain the lesson content and share the lesson outcomes.			Q&A – what did we cover last week? Who can explain this – good for extending HA.	
LO1 –		10mins	Warm-up activity – Moving around close to a partner. Like trucks and trailers, not going on to the gym mats, looking for space and stopping and starting on command.			Teacher led, with an emphasis on the S.T.E.P. Principle or ensuring good space and people.	
LO2 –		15-20mins	Main Activity. Teacher to demo a range of rolls starting with the Log / Pencil roll and trying to ensure it is shown well, slow and with clear safety points.			Individual work, however using a partner to observe all movements to stay on the mat.	
LO3 –		15mins	Development task – can any pair of children move from the log, to the forward and then finish with a Teddy Bear Roll in a smooth sequence?			Lots of practice and teacher support time. Focus on safe, controlled rolling in a controlled environment.	
Recap / Plenary		5mins	Review of the LO's and success criteria.			What have you learned?	

Lesson Plan							
Group:	KS1	Activity:	Gymnastics (Floor)	No. in Series:	3/5	Date:	Nov 2018
Lesson Outcomes: LO1 – To understand how to jump & land safely. LO2 – To improve how to land with control & balance.				Literacy / Numeracy: Develops some key vocab on jumping and landing.		Resources / H&S: School Risk Assessment Gym Mats Benches	
Lesson Outcomes		Time	Learning Activities			Assessment / Differentiation	
Introduction		5mins	Introduction – why do we warm-up? Introduce and explain the content and format of the lesson. Share the LO’s. Share SC.			Q&A – what did we do last week and who can explain it?	
LO1 –		10mins	Warm-up activity – Moving around the hall in different directions at different heights and levels on the teachers command.			Observation & think about the position of the benches and mats for space.	
LO2 –		15-20mins	After explaining where the benches / boxes are placed around the room, individually and then in 2’s prepare the students to walk up to, climb on and step and jump off with a soft landing.			Teacher to talk through and demonstrate the safest way to step / jump and land on and off a bench.	
		10mins	Produce a sequence which has a clear, start, middle and end with control. This can be shown either individually or with a partner. The HA children should be able to lead a partner around at least 3 benches.			With a partner move well & perform a simple 3 part routine. Set a time for this to be completed.	
Recap / Plenary		5mins	Review of the LO’s and peer feedback.			Feedback & review of the LO’s.	

Lesson Plan							
Group:	KS1	Activity:	Gymnastics	No. in Series:	4/5	Date:	Dec 2018
Lesson Outcomes: LO1 – To demonstrate how to point balance LO2 – To demonstrate how to patch balance LO3 – To understand the difference between the two types of balances and ways to move.				Literacy / Numeracy: Develop an awareness of body parts by naming / spelling them.		Resources / H&S: School Risk Assessment Gym Mats Note paper and pencils	
Lesson Outcomes		Time	Learning Activities			Assessment / Differentiation	
Introduction		5mins	Introduction – why do we warm-up? Introduce and explain the content and format of the lesson. Share the LO's & Success Criteria.			Q&A about what was learned from the previous week and to think about points and patches?	
		10mins	Warm-up activity – An animal game which requires the children to move and stop in the position of an animal – for example moving on hands and feet will show 4 points of contact.			Observations of which children can take their own body weight and can anyone show others?	
LO1 –		15-20mins	Children to practice different forms of individual balances on different body parts, e.g. bum, side-on, feet, hands and then progress this on to moving around the room with different parts such as ‘shuffling’ or ‘sliding’.			Progression of static balances to a moving position showing both points and patches and the ability to hold these for some children.	
LO2 –		10mins	Teacher led demonstration of how to balance; travel using patches and then again hold a balance for 5-10 seconds. The HA children should be able to create their own			Demonstration of the skill with good modelling and a task to see who can either copy or design their own...	
LO3 –		10mins	Show the routines to the whole class or a small split 50/50.			What did you like? Who can confidently perform the routine?	
Recap / Plenary			Review of the lesson and SC.			Q&A – learning?	

Lesson Plan							
Group:	KS1	Activity:	Gymnastics	No. in Series:	5/5	Date:	Dec 2018
<b>Lesson Outcomes:</b> LO1 – To understand the meaning of a routine. LO2 – To show a simple start, travel, stop routine. LO3 – Some students will be able to add in a balance.				<b>Literacy / Numeracy:</b> Develop performance skills and being able to watch & comment.		<b>Resources / H&amp;S:</b> Gym Mats School Risk Assessment	
Lesson Outcomes		Time	Learning Activities			Assessment / Differentiation	
Introduction		5mins	Introduction – why do we warm-up? Introduce and explain the content and format of the lesson. Share the LO's.			Q&A – what can you remember from the previous week? Points and patches...	
LO1 –		10-15mins	Warm-up activity – A game of follow the leader around the hall at different speeds, from slow and low to faster and taller.			Ensure the children are aware of others and talk about spatial awareness and safety when moving.	
LO2 –		10mins	Children are given some ideas about ways to move and travel and then they can talk about the other ways to stop and hold a balance and follow.			With a partner move and follow and stop and start showing that they are able to do this with some practice time on a shared mat.	
LO3 –		20mins	Teacher led example of the Key Steps 1 Routine. Ask the children to copy some of the movements. Which ones can they show well – under control?			Talk and show the students how to complete some of Key Steps Routine 1. More challenging movements for the HA children.	
		10mins	Students practice the routine, by taking it in turns to guide each other through it.			Can anyone perform the routine independently? With some support?	
Recap / Plenary		5mins	A review of the whole unit.			Take student feedback?	