

Lesson	Objective	Suggested Learning Activities	Assessment
1.	<p>To demonstrate prior learning and knowledge of gymnastics.</p> <p>To create a sequence using actions.</p>	<p>Warm up- Glued Travel around the area in different ways. On the command Glued ... Glue the named body parts together with a partner.</p> <p>Activity 1- Introduce Core Task: Partner Work</p> <ul style="list-style-type: none"> • Discuss 'what is an action?' - what you are doing, travel, jump, roll and balance • Discuss the different themes - lead & follow, meet & part, side by side. • Task: With a partner create a sequence with 6 actions using one of the themes. Encourage the use of solo balances not partner balances. <p>Activity 2- Optional use of apparatus if using discuss safety and mat placement for jumping. Activity 3- Perform: half the group perform whilst the other half are audience then swap. Discuss: What do we need to work on to improve our sequences?</p> <p>Cool down: Stretching in pairs 1 person lead upper body stretches, partner to lead lower body stretches.</p>	<p>Can students link movements together to create a sequence?</p> <p>Can students incorporate the use of apparatus into a sequence?</p>

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2.	<p>To demonstrate balances and jumps showing control.</p> <p>To create a sequence using lead & follow theme.</p>	<p>Warm up - Freeze Travel around the room in different ways: High, Low, with hands, with a jump etc. On freeze hold a balance</p> <p>Activity 1 Discuss 'what is a good balance?' - being stable, straight arms and legs, pointed toes, holding for 3 seconds. Discuss lead and follow - one person in pair starts the action, the other then copies. Groupings: Children to work with a different partner so they can explore new ideas before returning to their original partner in the final lesson.</p> <p>Activity 2 Task: Create a sequence using lead and follow theme that has 4 balances and 2 jumps. Encourage children to only use these actions to focus on good solo balances. Encourage higher ability to choose complex balance and jumps.</p> <p>Activity 3 Introduce and perform the key balances from the Key Steps Routines: Key Step 1- Basic shapes, Pike and Straddle. Balances – Back Support and One foot stand, Key Steps 2 balances- Arabesque, Front Support and Side Support. Perform: Pick out groups to perform that are clearly showing the theme and showing good balances with control.</p> <p>Cool Down Follow the leader in pairs – partners to take it in turns to lead stretches and dynamic movements.</p>	<p>Can students hold different shapes still and with tension?</p> <p>Can students identify what a good balance should look like and the key components?</p> <p>Can students create and perform a short sequence including balances and jumps?</p>

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3.	<p>To demonstrate rolls with control and fluency.</p> <p>To create a sequence following meet and part theme.</p>	<p>Warm Up Animal Travel. Shout out different animals and students have to travel around the room using space as that animal. Examples; monkey, penguin, snake, frog.</p> <p>Activity 1 Pair work (different partner to previous week). Demonstration and practice of rolls. Encourage students to stay in shapes and roll with control. Teacher support where required. Pencil Roll: Straight Shape, legs together, arms above head, toes pointed Log Roll: Straight shape, legs together, arms by side, toes pointed Dish Roll: Arms and legs straight but elevated from floor, stay in dish/arch shape Egg Roll: Tucked shape, keep knees together, roll sideways Rocking on back: stay in tuck shape, engage core, (progress to hands by ears as per backward roll) Teddy Bear Roll: Sit in straddle, hands under knees, roll down on one shoulder, opposite leg elevated and roll way of leg, roll across shoulders, stay in straddle, straight legs, and pointed toes. Ext: Forward roll to seated pike position, forward roll to standing. Backwards roll onto knees and backwards roll to standing. Cartwheel</p> <p>Activity 2 Create a sequence: Following the theme meet & part, create a sequence of roll, travel, roll, travel. Perform to partner group, evaluate and give feedback of what went well and even better if</p> <p>Cool Down Individual Stretches top to bottom.</p>	<p>Can students identify how to perform a range of different rolls?</p> <p>Can students demonstrate different rolls and support a peer in their performance of the rolls?</p> <p>Can students link movements fluently to create a sequences?</p>

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4.	<p>To demonstrate matching and mirroring when performing actions.</p> <p>To learn and perform a sequence showing control and fluency.</p>	<p>Warm up- Freeze. Travel around the room in different ways: High, Low, with hands, with a jump etc. On freeze hold a balance</p> <p>Activity 1- Partner Work With a different partner from previous weeks. Stand facing your partner can you be a mirror image of partner? What is the difference between mirroring and matching? Matching the same side (left hand, left hand), Mirroring to create a mirror image, opposites (left hand, right hand)</p> <p>Activity 2- Balances Each partner chooses 3 balances (from the key steps balances practiced in week 1) , can they perform each balance as a mirror and a match balance.</p> <p>Activity 3- Perform a sequence Perform Key Step 1 sequence, showing both matching and mirroring with partner. Focus on how to link actions together to allow the sequence to flow. Pick out groups to perform to the class, can they identify when is matching and when mirroring. Does the sequence flow?</p> <p>Cool Down Stretching in pairs- 1 person lead upper body stretches, partner to lead lower body stretches.</p>	<p>Can students identify the differences between matching and mirroring movements?</p> <p>Can students create a short sequence that shows both matching and mirroring?</p>

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5.	<p>To perform the key steps routines.</p> <p>To perform sequence to an audience.</p> <p>To evaluate a performance based on success criteria.</p>	<p>Warm up- Body Parts. Travel around in different ways. When a body part is called out hold a balance using that body part, other body parts can be used to aid balance.</p> <p>Activity 1- Recap Task What actions can you use? What makes a good balance? What is the difference between matching and mirroring? How can you make the sequence flow?</p> <p>Working with their original partner students will now learn and practice Key Step 1 or Key Step 2 (for more able) sequences. They should focus on the control of the movements, linking the movements together and the aesthetics of the performance.</p> <p>Perform: 1 pair from each row to perform, the other groups in their row to watch and evaluate the performance based on the success criteria. Swap over.</p> <p>Sequence Success Criteria Includes all or most of actions Starting and Finishing position Rolls are completed well Change of level and direction Show fluency and linking</p> <p>Cool Down Whole group passing stretch – each pair will lead a stretch or dynamic activity for the rest of the class to follow.</p>	<p>Can students evaluate their own performances in order to make improvements to their chosen sequence?</p> <p>Can students show fluency in their performance?</p> <p>Can students offer constructive feedback to another group in order to improve their performance of a sequence?</p>