

# LESSON PLAN: **GYMNASTICS**: YEAR 5: WEEK 1

**LESSON OBJECTIVE:** To learn how to perform point and group balances.

## **WARM UP (10 MINS)**

Two people are it. Both players hold hands and chase the others in the group; the person they catch joins the chain by linking hands. When another person is caught they can stay together or split 2 and 2, they must split even numbers and can link together at will. This game is played till nobody is left.

## **MAIN LESSON (20 MINS)**

Split Class into small groups, Max 4 per mat.

Pupils complete point balances individually. Eg: 1 point balance means the pupil should have 1 body part on the floor.

Working in 2's, pupils need to come up with different ways of balancing with a partner, balances must be held for 3 seconds with good posture (pointed toes, straight arms etc.)

Examples: Face each other, hands and feet together and lean back slowly or back to back sitting down with feet tucked up – can they stand up?

## **GAME/COMPETITION (15 MINS)**

Pupils need to come up with a sequence consisting of 3 balances, showing how they go from 1 balance to another, holding each balance for 3 seconds. Each group then performs to class. The class give positive feedback for each performance and give them a mark out of 5.

## **EQUIPMENT**

- Mats

## **KEYWORDS**

- Balances
- Point
- Group
- Posture

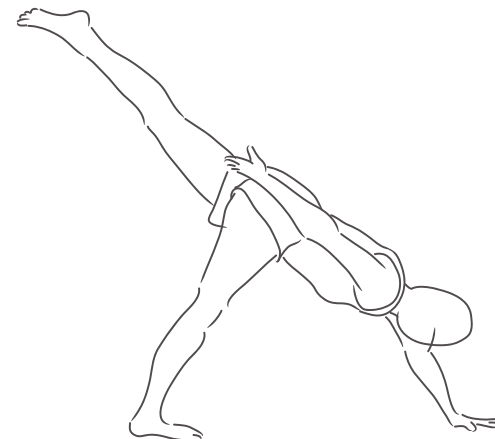
## **DIFFERENTIATION**

### **LESS ABLE**

- Focus on balancing by themselves.

### **MORE ABLE**

- Add more balances to routine.
- Partner with less able pupil so they can help with balances and remembering routine.



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	7	Can they perform balances to a high ability?
	6	Can they perform balances with a certain degree of control?
	5	Can they perform some balances, with very little control?
Tactics, Rules & Teamwork	7	Works with their partner & demonstrates knowledge & understanding of the task.
	6	Can work with a partner & understands the directions.
	5	Starts communicating with a partner.
Show & Link	7	Can they link: the different skills required to perform point balances in a group?
	6	Can they show and link: 2 different point balances?
	5	Can they show one point balance.
Describe Ways to Improve	7	Are able to describe and improve performance.
	6	Are able to describe performance.
	5	Are able to see differences in performance against a simple model.
Fitness & Health	7	Shows a solid understanding of why physical activity has health benefits.
	6	Has some knowledge of why physical activity has health benefits.
	5	Has little knowledge of why physical activity has health benefits.