

LESSON PLAN: **GYMNASTICS**: YEAR 5: WEEK 2

LESSON OBJECTIVE: To learn the difference between symmetric and asymmetric shapes.

WARM UP (10 MINS)

Split the class into two different teams. Allow each team to nominate a "secret doctor". Explain to the children that only the secret doctor can release the children by placing their hand on the shoulder of the frozen person. Get the children to tag the opposing team. Team with players left moving around wins.

MAIN LESSON (20 MINS)

In small groups ask pupils to explore making different symmetric and asymmetric shapes individually. Then mirroring a partner come up with a short sequence involving 3 shapes.

With a partner, make up a small sequence involving different shapes and also including changes of direction, speed, level and rotation. Encourage pupils to use mirroring.

GAME/COMPETITION (15 MINS)

In their groups, pupils now need to create a routine which involves everything learnt and include 3 balances from the previous week. Pupils will then perform to the class and the other groups will score the pupils out of 10. The group with the highest mark is this week's winners.

EQUIPMENT

- Mats
- Bibs

KEYWORDS

- Balances
- Point
- Group
- Posture

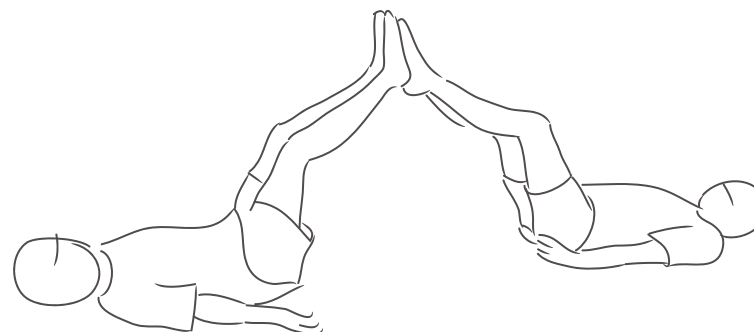
DIFFERENTIATION

LESS ABLE

- Just focus on copying a partner.

MORE ABLE

- Pupils lose points for bad posture, not holding balances for long enough and fluency of routine.
- Partner with less able pupil so they can help with shapes and remembering routine.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	7	Can they perform the shapes to a high ability?
	6	Can they perform the shapes with a certain degree of control?
	5	Can they perform some of the shapes, 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 shapes and balances in a routine?
	6	Can they show and link: shapes and balances?
	5	Can they show one symmetric and one asymmetric shape.
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.