

LESSON PLAN: **GYMNASTICS**: YEAR 5: WEEK 3

LESSON OBJECTIVE: To be able link balances and shapes to create a short routine.

WARM UP (10 MINS)

Place four hula-hoops at the four corners of the playing area, which are known as 'safety zones'. Players can stay up to 20 seconds in a safe zone, or until someone else steps into the hoop. Only one player is allowed in a hoop at a time. Place another hoop in the middle, which is the skunk's home. Designate two players to be skunk's, and place them in the centre to begin the game. On the go signal, each skunk chases a player and tries to tag them. If successful, they change places. The new skunk must run to the centre hoop and yell 'New Skunk' before chasing the others.

MAIN LESSON (20 MINS)

The focus in this lesson is to link skills learnt in previous lessons with effective travelling. Pupils need to experiment with different methods of travelling. Lay mats out around the hall, the teacher to direct pupils to travel around the mats without touching any of them thinking about the different ways they can move. Split class into groups and then they need to come up with a routine just like last week which involves 3 point balances, 3 group balances and 3 symmetrical and asymmetrical shapes.

GAME/COMPETITION (15 MINS)

Pupils now need to perform the routine to the rest of the class. Pupils will be marked out of 10 and then given constructive feedback on how to improve routine.

EQUIPMENT

- Mats
- Hula-hoops

KEYWORDS

- Balances
- Posture
- Point
- Travelling
- Group

DIFFERENTIATION

LESS ABLE

- To focus on completing routine around one mat.

MORE ABLE

- Give pupils a theme to their routine e.g. being chased, spying etc.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	7	Can they perform a routine to a high ability?
	6	Can they perform a routine with a certain degree of control?
	5	Can they perform a routine, 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 a shape and 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.