



YEAR 4

Gymnastics

Lesson 6

Learning Objective

To be able to explore pathways and travelling movements.

Success Criteria

- I can plan and perform sequences with a partner that include a change of level and shape.
- I can watch, describe and suggest possible improvements to others' performances and my own.

Handy Hints

Focus on the quality of the movements.

Ensure movements link smoothly.

Equipment

- Mats x 15
- Stretches for Gymnastics Document

10 Mins

Warm Up and Introduction

Put the mats out:

Pupils need two mats between four. Organise the mats so that two mats are placed together.

Teacher note: please see guidelines in the resource bank on safely moving apparatus.

Travelling:

A Pupils begin in their own space in the teaching area. They jog around the space, weaving in between the mats and avoiding each other.

Move at a steady pace with a smooth and controlled jogging action.

B Pupils jog in between the gaps in the mats, except that this time they can also travel across the mats using a travelling action of their choice such as skipping, rolling, sliding, hopping, spinning etc.

Move around safely and check that there is no one using the mat that you are intending to travel across.

Stretches:

Lead pupils through some gymnastic stretches.

Work within your limits, to a point where you feel comfortable and maintain the quality of the stretch.

30 Mins

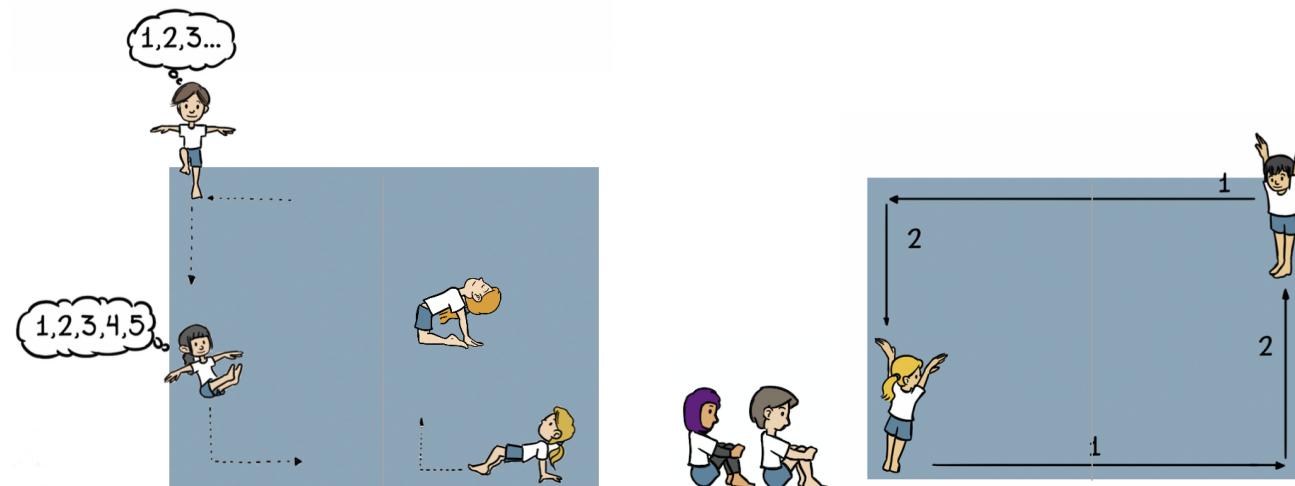
Skill Development

L - shaped pathway:

Sit four pupils to two mats. Pupils will link three balances with their two favourite travelling actions. The sequence will go: balance, travel, balance, travel, balance. They must create this sequence using an L shaped pathway. Discuss with the pupils that this pathway can go in any direction e.g. backwards and sideways, forwards and sideways, sideways and backwards etc.

Focus on the quality of the movements and smooth transitions.

Teacher note: as there are four pupils working on two mats, either ask all four pupils to work at the same time, reminding them to work safely and negotiate space or ask two pupils to work whilst the other two plan their sequence and then change over.



L - shaped pathway with a partner:

In pairs, pupils begin next to each other. Together they must create a sequence using two different travelling actions and three balances. The sequence will go: balance, travel, balance, travel, balance. They must travel in an L shape pathway in different directions from each other.

Use different levels, directions and speeds.

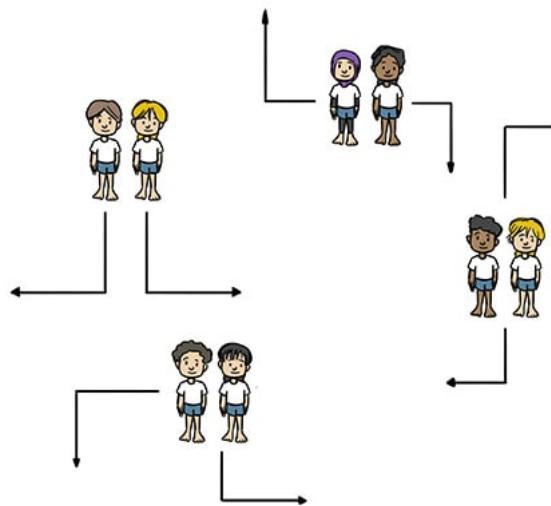
Keep in time with your partner.

Use body tension when performing balances.

Make this harder by asking the pupils to consider the level of their traveling movement so that it flows into their balance.

Make this easier by asking the pupils to use the same balance each time.

Teacher note: four pupils work at two mats. Two pupils work whilst the other two plan and then change roles. When planning, encourage the pupils to discuss what will make their sequence interesting such as change of levels, directions and the quality of their balances.



Perform to another pair:

Ask the pupils to perform their sequence to the other pair working at their mat. Pupils then provide feedback to each other on their performances.

Encourage the pupils to use gymnastic terminology to help structure their feedback e.g. use of levels, body tension, shapes, quality of balances, pathways etc.

5 Mins

Plenary

How does using pathways effect how your performance looks?

How can you make your sequence interesting?

Ask the pupils to reflect on their communication skills when planning the sequence with their partner. Were they able to listen to one another and share ideas. Talk to the pupils about the benefit of sharing ideas when developing or creating something new.