



YEAR 6

Gymnastics

Lesson 8

Learning Objective

To be able to create a group sequence using formations and apparatus.

Success Criteria

- I can combine and perform gymnastic actions, shapes and balances with control and fluency
- I can create and perform sequences taking using compositional devices to improve the quality
- I can suggest changes and use feedback to improve a sequence

Handy Hints

Vary the level, direction, speed, timing and pathway of your sequence to make it look interesting.

Equipment

- Mats x 15
- Apparatus Set Ups KS2 Document
- Stretches for Gymnastics Document

Optional:

- Agility table
- Agility trestle
- Benches

10 Mins

Warm Up and Introduction

Put out the apparatus:

Pupils need one piece of large apparatus between four e.g. a bench, agility table, agility trestle, as well as two mats.

Teacher note: see guidelines in the resource bank on safely moving apparatus. Please see resource card 'Apparatus Set Ups.'

Listen to this:

Pupils stand in their own space and jog on the spot. They respond to the teacher's instructions which could include:

- Two star jumps
- Sit in straddle
- Three tuck jumps
- Hold a 20 second front support

After each instruction pupils continue jogging on the spot.

Ensure pupils are standing in their own safe space away from others and the apparatus.

Keep a steady breath throughout.

Stretches:

Ask the pupils to work in groups of four. They work through some stretches with their group.

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

30 Mins

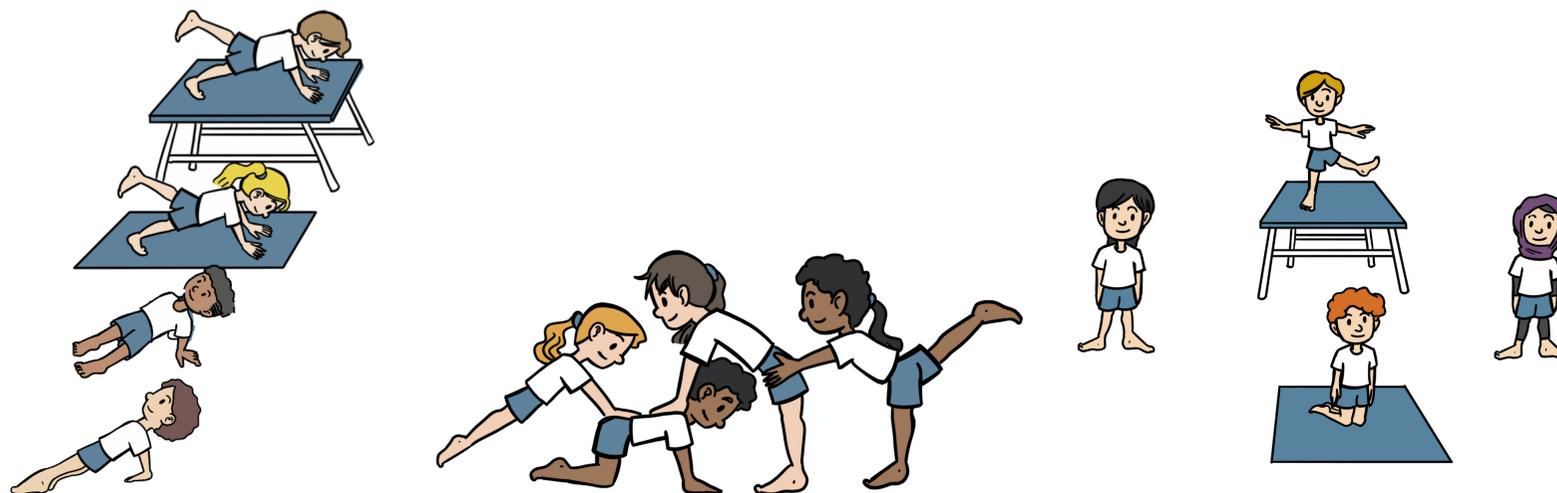
Skill Development

Selecting formations:

Ask the class if they know what formations are. They may have an understanding of formations from football or dance. Explain that formations are how the gymnasts in a group are positioned in relation to one another e.g. side by side, one behind the other, on a diagonal etc. It refers to the spatial placing and shape of the group e.g. circular, square, diamond.

In groups of four, pupils select three different formations which can include using their piece of apparatus.

Make the formations interesting by contrasting in shape and level.



Creating a sequence:

In groups of four, pupils create a sequence that must include three changes of formation and at least six actions. Actions could include jumps, rolls, balances, travelling actions, inverted movements and shapes.

Improve the quality of the sequence by varying the level, direction, speed and pathway of the actions used.

Include canon and synchronisation.

Canon is moving one after the other.

Synchronisation is moving at the same time.

Make this harder by asking the pupils to create a sequence including at least eight actions.

Make this harder by giving pupils extra apparatus.

Peer assessment:

Place two groups together and ask them to watch each others sequence, then provide feedback on the performance. Things to consider:

- Did they include six actions?
- Did they have three clear formations?
- Did they hold their balances for 5 seconds?
- Did they have a clear starting and finishing position?
- Did they link their actions so that the performance flowed?
- Did they change direction, pathway and level?

Give the groups time to improve their sequence using the feedback provided.

End performance:

Pupils perform their sequence to the class. The class can then provide feedback on what they really liked about the performance and why? How could the performance be improved further?

Encourage the audience to use gymnastic terminology to help structure their feedback e.g. formations, starting and finishing position, actions, levels, shapes, travelling actions.

5 Mins

Plenary

Where did their group excel and where did they need to make improvements?

How did they use individual strengths to make the sequence the best it could be?

How did the use of formations impact on their performance?