



YEAR 5

## Gymnastics

Lesson 8

### Learning Objective

To be able to create a partner sequence using apparatus.

### Success Criteria

- I can create and perform sequences using apparatus with a partner.
- I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.
- I can use set criteria to make simple judgments about performances and suggest ways they could be improved.
- I can use strength and flexibility to improve the quality of a performance.

## Handy Hints

Consider which actions would suit the apparatus you are using.

Vary the level, speed and direction used in your sequence to make it interesting.

## Equipment

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

### Optional:

- Agility table
- Agility trestle
- Benches
- Climbing frame

**10 Mins**

## **Warm Up and Introduction**

### **Put the apparatus out:**

Set up around six different stations. Show the pupils ideas for how to set up the apparatus. Examples can be seen on the resource cards 'Apparatus Set Up.' Assign groups of pupils to set out different stations.

Teacher note: see guidelines in the resource bank on safely moving apparatus. Pupils should not move the climbing frames.

### **Listen to this:**

Pupils stand in their own space and jog on the spot. They respond to the teacher's instructions e.g.

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

After each instruction pupils continue jogging on the spot.

Keep a steady breath throughout.

*Teacher note: playing this game to a music track motivates the pupils. Can they complete the whole track?*

### **Stretches:**

Ask the pupils to work through some stretches with their partner.

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

**30 Mins**

## **Skill Development**

### **Creating a sequence:**

**A** Discuss with the class what makes a quality sequence and write ideas on a white board.

Different pathways, levels and directions.

Variety of actions to include:

Rolls, shapes, balances, jumps, inverted movements.

Relationships: matching and mirroring, canon (moving one after the other) and synchronisation (moving together).

**B** In pairs pupils discuss ideas and plan their sequence.

Pupils do not have to include all the same actions as one another.

**C** In pairs, pupils create a partner sequence on their station. They must include six different actions. **Ensure pupils safely share their station with the other groups using it. Be patient when sharing equipment. Give others a safe space to work in and always ensure the area is clear before using it.**

Make this harder by asking the pupils to include specific rolls and inverted movements.

### **Peer assessment:**

Ask the pupils to perform to another pair and provide feedback to one another. Do they use a variety of levels and directions? Do they have a starting and finishing position? Give the pupils time to use the feedback to improve on their sequence.

Remind the pupils to be considerate of how they structure and deliver their feedback.

### **End performance:**

Ask one pair from each station to perform at the same time. The class can then provide feedback on what they really liked about the performances and why? How could the performance be improved further? How did the use of relationships impact on the performance?

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

**5 Mins**

## **Plenary**

What have you improved on the most in gymnastics?

What areas of gymnastics do you want to further improve?

Ask the pupils to reflect on the health benefits of gymnastics. Can they share any of them? E.g. builds strength, flexibility, strong bones, a healthy body etc.