



YEAR 3

Gymnastics

Lesson 3

Learning Objective

To develop stepping into shape jumps with control.

Success Criteria

- I complete actions with increasing balance and control.
- I use a greater number of my own ideas for movements in response to a task.

Handy Hints

Look straight ahead when you jump.

Land with knees bent.

Equipment

- Base stations x 15
- Mats x 15
- Star Jump Video
- Straight Jump Video
- Tuck jump Video

10 Mins

Warm Up and Introduction

Put the mats out:

Pupils need one mat between two.

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

Corners:

A Ask the pupils to travel around the room by jogging in between the gaps in the mats. Each time they come to a corner of a mat, ask them to jump over it. Emphasise the importance of landing safely with their knees bent.

Encourage the pupils to land without being heard. Soft bent knees on landing. Head and body upright.

B Question the pupils 'how can we make this jump look more interesting?' Use ideas from the pupils and allow them to repeat jumping over the corners of the mats thinking about those points.

Teacher note: take off and land with a different number of feet, change the shape in the air, change the direction they jump e.g. forwards, backwards, sideways.

C Teach the pupils the correct landing position. Ask them to travel around the room, each time they come to a corner of the mat, jump over it and land using the correct landing position.

Knees bent, head and chest up, arms out straight in front in line with your shoulders.



30 Mins

Skill Development

Stepping:

Pupils sit two to a mat and place a base station on their mat. Pupils take it in turns to step forward onto their base station and jump from two feet, landing with the correct landing position back on the base station.

Pattern is: step-stop-jump-land.

Ask partners to tell them if they landed directly back on the base station.

Bend knees and squeeze your muscles to be able to land without wobbling. Look straight ahead.

Make this easier by giving the pupils two base stations to make their landing area bigger.

Straight jump:

A Ask the pupils to make a straight shape on their mat. Explain that this is the shape they will need to make in the air. Pupils begin on their base station, jump and land directly back on their base station.

Hands start by side.

Swing arms forwards and upwards.

Palms facing inwards.

Legs together and toes pointed.

Finish with correct landing position.

Teacher note: See video resource 'straight jump'

B Ask the pupils to start one step away from their base station. Can they step forwards then jump using a straight shape?

Step-stop-jump-land. Take off with two feet.

**Star jump:**

- A Ask the pupils to make a star shape on their mat. Explain that this will be the shape they will need to make in the air. Pupils begin on their base station. Jump and land directly back on it.

Hands start by side.

Move to a symmetrical shape.

Palms facing forwards and arms in line with shoulders.

Toes pointed.

Finish with correct landing position.

Teacher note: See video resource 'star jump'

- B Ask the pupils to start one step away from their base station. Step forwards then jump using a star shape?

Step-stop-jump-land. Take off with two feet.

**Tuck jump:**

- A Ask the pupils to make a tuck shape on their mat. Explain that this will be the shape they will need to make in the air. Pupils begin on their base station. Jump and land directly back on it. Ask the pupils to watch each other, are they making a clear star shape in the air?

Hands start by side.

Jump knees up to chest in a tuck shape.

Hands do not cross but touch shins.

Finish with correct landing position.

Teacher note: See video resource 'tuck jump'

- B Ask the pupils to start one step away from their base station. Can they step forwards then jump using a tuck shape?

Step-stop-jump-land. Take off with two feet.



Linking jumps and balances:

Ask the pupils to link two shape jumps with two point or patch balances. Ask the pupils to step into each action e.g. step-jump, step-balance, step-jump, step-balance.

Ask the pupils what they think the step helps with?

Teacher note: to help with the quality and control of the sequence.

Hold each balance for 5 seconds.

Consider using different directions to make your sequence look interesting.

Make this harder by giving the pupils an extra mat to add in more advanced actions such as rolls.

Teacher note: if pupils are sharing a mat they will need to take it in turns with their partner to create and practise their sequence. Ask them whilst they are waiting to observe their partner and provide them with feedback on their sequence. Did they use different directions, levels and shapes. Did they show good control in their balances and jumps?

Performing:

Invite the pupils to perform their sequence whilst the rest of the class watches. Who showed good control? Was anyone able to step in a different direction? Do you think this affected how the performance looked?

At the end of the performance encourage the audience to provide feedback using gymnastic terminology e.g. levels, landing position, control, directions, shapes, body tension.

Remind the pupils to be respectful of one another. Watch the performers, clap them at the end and ensure you are able to provide feedback with something that you thought was good as well as something that they could improve.

5 Mins

Plenary

Recap on the teaching points of a safe landing.

When stepping into jumps and balances, ask pupils what the pattern is? *Teacher note: step-stop-jump or step-stop-balance.*

Why do we use a step in?