



YEAR 5

Gymnastics

Lesson 2

Learning Objective

To develop the straight, forward, straddle and backward roll.

Success Criteria

- I can create and perform sequences with a partner.
- I can use strength and flexibility to improve the quality of the skills I perform.

Handy Hints

Use momentum to help you roll.

Equipment

- Mats x 15
- Backwards roll Video
- Forward roll Video
- Forward roll to seated shapes Video
- Forward roll to standing shapes Video
- Straddle roll Video
- Straight Roll Video

Optional:

- Foam wedge
- Springboard

10 Mins

Warm Up and Introduction

Put the mats out:

Pupils will need one mat between two.

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

Numbers:

Pupils jog around the area, weaving in and out of the gaps in between the mats.

Ask the pupils to jog silently with soft knees.

The teacher will call the following numbers and the pupils respond with the following actions:

#1 - Touch the floor with one hand.

#2 - Touch the floor with two hands.

#3 - Three tuck jumps.

Jump and bring your knees up to your chest.

#4 - Four star jumps.

30 Mins

Skill Development

Organisation:

In pairs, pupils work two to one mat. Pupils sit one behind the other off the mat and take turns to practise each roll. Teach each of the rolls separately, allowing pupils time to practise each before moving on to the next. After a few minutes, bring all pupils together and go through the teaching points of the next roll.

Ask the pupils to watch their partner as they are performing their rolls and provide them with feedback after each.

Ensure pupils sit a safe distance from their partner when they are practising their roll.

Teacher note: see guidelines in the resource bank on 'Rolls'.

Straight roll:

Start in a dish shape, lying on your back with your arms above your head and legs straight and together.

Roll onto your stomach into an arch shape so that there is a slight bend in the back with arms and legs still straight.

Only your stomach and back touch the mat during this roll.



Forward roll:

Start in a straight position.

Move to a tuck position, knees together, feet on the floor, hands flat on the floor either side of knees (not inside knees as this will prevent pupils from getting enough momentum to roll).

Tuck your chin to your chest.

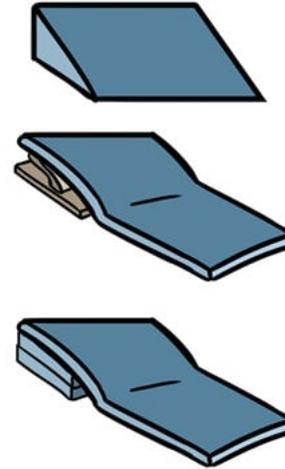
Lift your hips and bottom high, shoulder blades should touch the floor first.

Pupils should aim to finish standing up.

Make this harder by asking the pupils to finish in a pike or straddle shape.

Make this easier by using either a springboard covered with mats or triangular wedge soft play equipment for the pupils to roll down.

Teacher note: you could ask all the least confident pupils to take turns at a mat that you supervise.



Straddle roll:

Start in a straddle position with hands resting on shins.

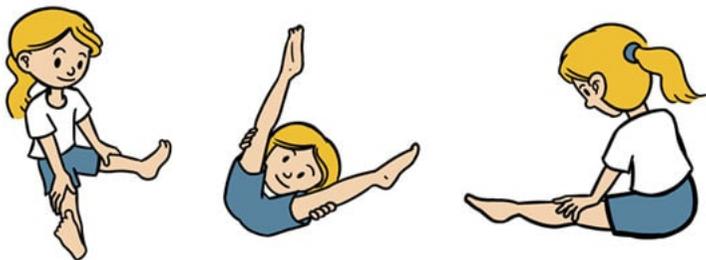
Body tension is important to help you remain in this position throughout the roll.

Roll onto your side first, touching one shoulder to the floor, followed by the top of the back and then the other shoulder before sitting back up.

Aim to turn 180° in one roll.

Make this harder by asking the pupils to sit back to back with their partner and perform the straddle roll at the same time.

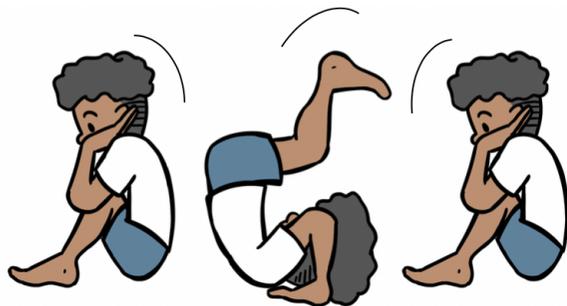
Teacher note: a common error is that pupils will roll backwards first. Remind the pupils to roll sideways first.



Backward roll:

A Pupils begin sitting in a tuck shape on the mat with their hands on their shoulders, palms facing up. They rock backwards to place their hands flat on the mat and then come back to seated.

Keep your knees tucked into your chest throughout.



B If pupils can do the task in A, ask them to practise the full roll.

Start in a straight position, then crouch down to a tuck position on your toes.

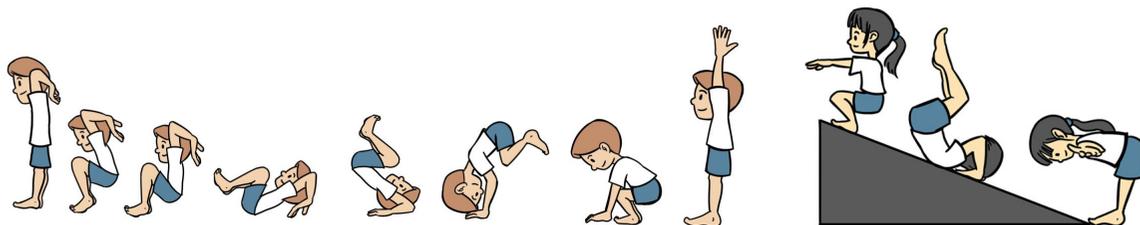
Imagine that you are carrying two pizza boxes on your shoulders.

Rock back so that your hands go flat on the floor.

Once you are able to get your hands flat to the floor, extend your elbows, so that you roll over backwards.

Tuck your chin to your chest and stay in the tuck position.

Make this easier by creating a slope for pupils to roll down.



Sequence building:

In pairs, ask the pupils to create a sequence by linking two rolls with a symmetrical partner balance and an asymmetrical partner balance. They do not have to include the same roll as their partner.

Encourage the pupils to consider where they would like their sequence to start e.g. opposite one another, side by side, one behind the other.

Ask the pupils to consider using different levels in their sequence.

They must also include a starting and finishing position.

Make this harder by asking the pupils to include six actions within their sequence.

5 Mins

Plenary

Ask the pupils to recap on the teaching points of the different rolls. What helps you to roll?

Teacher note: momentum helps you to roll.

Ask the pupils to reflect on how they supported their partner today. What feedback did they provide them with?