



YEAR 5

Gymnastics

Lesson 3

Learning Objective

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

Success Criteria

- I can perform gymnastic actions with increasing control and fluency.
- I can use strength and flexibility to improve the quality of the skills I perform.

Handy Hints

Maintain strong body tension throughout the rolls to keep quality in your shape.

Equipment

- Agility table x 1
- Benches x 1
- Hoops x 1
- Mats x 10
- Backwards roll Video
- Barrel Roll Video
- Forward roll Video
- Straddle roll Video

Optional:

- Foam wedge

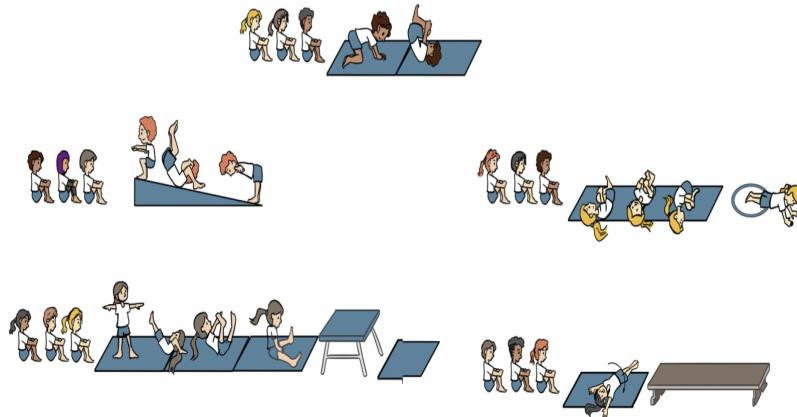
10 Mins

Warm Up and Introduction

Put the apparatus out:

See an example layout below.

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



On the spot:

Ask the pupils to stand in a space not on the apparatus.

Ask the pupils to begin jogging on the spot. Then ask them to complete the following actions.

- 10 x star jumps
- 10 x touch the floor and jump
- 10 x high knees

Repeat this three times.

30 Mins

Skill Development

Rolling stations:

Split the pupils into five groups with each group sitting in a line behind one of the five stations. Pupils will spend four minutes at each station, taking it in turns to complete the task at each. Before each rotation invite a pupil to demonstrate their performance at the station they were working at.

Encourage the pupils to work sensibly and safely at each station.

Move and land with control.

Do not begin until the area in front of you is clear.

Station 1: Forward roll along a flat mat.

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.

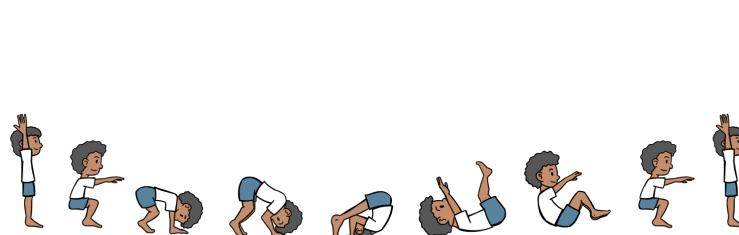
Lift your hips and bottom high.

Shoulder blades should touch the floor first.

Pupils should aim to finish standing up.

Make this harder by linking a balance with the forward roll.

Make this easier by rolling down a slope.



Station 2: Backward roll.

Start in a straight position.

Crouch down to a tuck position on toes.

Imagine that they are carrying two pizzas on shoulders, palms facing up.

Rock back so that hands go flat on the floor.

Once pupils are able to get their hands flat to the floor, extend elbows, so that they roll over backwards.

Tuck chin to chest and stay in the tuck position.

Make this harder by finishing with straddle legs to stand.

Make this easier by allowing the pupils to roll down a slope or by practising a tuck rock to seat.



Station 3: Barrel roll to plank circle. Pupils complete a barrel roll across the mat then move into a front support position and use their hands to walk themselves round in a circle, hands outside the hoop.

Start on shins with hands flat on the floor.

Chest to thighs in a tucked position.

Remain in a tucked position throughout the roll.

Make this harder by asking the pupils to link a jump into this sequence.



Station 4: Straddle roll and jump. Pupils perform a straddle roll then climb up and jump off the agility table.

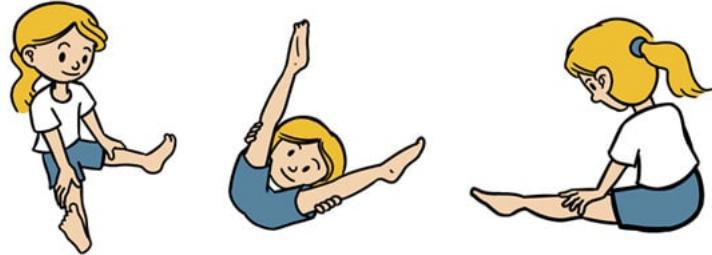
Start in a straddle position with hands resting on shins. Remain in this position throughout the roll so body tension is important.

Roll onto side first, touching one shoulder to the floor, followed by 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 straddle roll, jump then forward roll after landing.

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



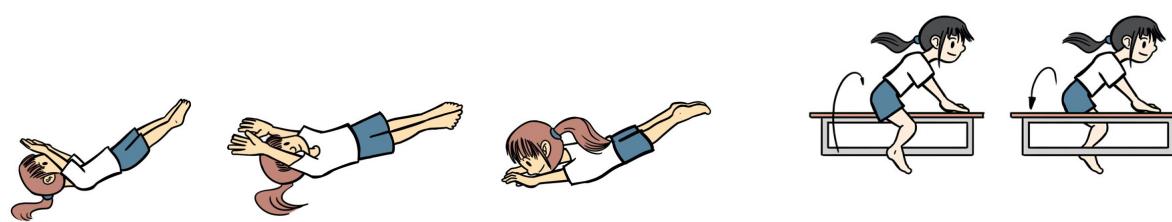
Station 5: A straight roll followed by bunny hops over the bench.

Body tension throughout.

Start in an arch shape, lying on front with arms above head and legs straight and together, back arched.

Roll onto back into a dish shape, so that there is a slight bend at the waist with arms and legs still straight.

Make this harder by cartwheeling over the bench.



5 Mins

Plenary

Ask the pupils why momentum is important.

Teacher note: to be able to roll fluently.

Ask the pupils to identify someone in their group who performed the actions well. Can they share the good practice they identified, who performed what and how?